CHAPTER FOUR

METHODOLOGY

4.1 Introduction

Chapter three reviewed some relevant literature on English-Arabic translation problems, namely lexical, grammatical and textual with the aim of establishing a framework for analyzing the corpus being examined in the study. The main issues addressed in this study could be summarized in four main research questions:

1. What are the most common translation errors found in the translations of English-Arabic professional translators at the lexical level? (refer to chapter five)

2. What are the most common translation errors found in the translations of English-Arabic professional translators at the grammatical level? (refer to chapter five)

3. What are the most common translation errors found in the translations of English-Arabic professional translators at the textual level? (refer to chapter five)

4. What are the problems leading to those errors found in the corpus and what are their possible causes? (refer to chapter six)

5. How well aware are professional translators of the problems they face in light of their translation error outcomes and the administered questionnaire? (refer to chapters five and six)

This chapter provides a detailed discussion of the methodology employed in the study to achieve the above aims. It describes the nature of the research as it explains the data collection procedures, the subjects participating in the research, the corpus of texts, and the methods of analysis undertaken.

4.2 Data Collection procedures

This section provides a detailed description of the sources of data and the methods used to process the data are explained.

4.2.1 Sources of data

- **Source language texts**

The source language texts are the one hundred newspaper articles given to the subjects in order to translate. The text type chosen for translation was a journalistic political type which falls under what Hatim and Mason (1990:51) label as argumentative. This type is distinct from the other four text types, also broadly identified by Werlich (1983), descriptive, narrative, expository and instructive. It tends to exhibit, according to Hatim and Mason (1990), a fuzzy nature of registers, for they postulate that:

> "…it has always proved difficult to discern the precise boundaries of any given register. The danger always exists that a given register is simply equated with a given situation, giving rise to a so-called 'special languages' such as 'the language of politics', 'the language of advertising', and 'the language of journalism', etc."

Further, in Hatim's and Mason's (1990:53) view the 'language of journalism is considered to be an "open-ended register" or an unrestricted register and restriction in their terms refers to the purpose of communication. So, a restricted register would have "a well defined domain of language activity". Along this line of argument, Schäffner (1997:119) believes that political texts should be characterized based on functional and thematic criteria and so are considered "a part and/or the result of politics, they are

historically and culturally determined". Schäffner (1997:120) illustrates that political texts fulfill different functions and exhibit different degrees of "culture-boundness" and each text, explains Schäffner (1997:120), "has its own contextual, text-typological, pragmatic, etc. conventions and calls for different translation strategies." Trosborg (1997:145) agrees with Schäffner (1997:119) on that political discourse or political text is "an umbrella term covering a variety of text types, or genres for Schäffner (1997:119) maintains that:

> "Political discourse includes both inner-state and inter-state discourse, and it may take various forms. Examples are bilateral or multilateral treaties, speeches made during an electioneering campaign or at a congress of a political party, a contribution of a member of parliament to a parliamentary debate, editorials or commentaries in newspapers, a press conference with a politician, or a politician's memoirs."

The mistranslations Schäffner (1997:137) detected in the political translations she examined were attributed to "insufficient linguistic competence" and "insufficient analysis of the ST". Schäffner (1997:137) adds that "lexical items or syntactic structures that either were misinterpreted or whose meanings and/or connotations were more or less distorted in the TT are evidence that concepts have meanings only by virtue of being embedded in socio-culturally determined frames (which are more or less culture-specific)". From a contrastive linguistic perspective on the translation of political texts involving Arabic, Aal's (1991) study investigated the influence of English-Arabic translation on journalistic models in Arabic. The author outlined the salient linguistic features of English and Arabic journalistic style. That is, linguistic features such as,

headlines, block language (includes block capitals, syntax, sentences, nouns, verbs, adjectives, and adverbs and adverbials which are according to Aal (1991:9) "the most significant features of the journalistic style......which can be traced in press writings in general and in English and Arabic in particular".

Further, Aal (1991:58) places strong emphasis on the notion of accuracy in journalistic style for he maintains:

> "Accuracy is a prerequisite in journalistic work in general and journalistic translation in particular, whatever the language, the community or the political outlook of the newspaper, the magazine or the news agency might be. Such accuracy should not be sacrificed- at any rate- for the sake of speed or for achieving a journalistic scoop."

Clearly, journalistic political texts pose different translation problems for the translator. Thus, it can be assumed that they promise a versatile environment for the researcher in this study to discover numerous lexical, grammatical and textual errors resulting.

Consequently, one hundred English newspaper texts were selected, as source language texts in this study. Each text was of approximately 1000 words in length. The identification of errors and translation problems involved in translating these texts being one of the primary aims of this study, it was essential to examine a large body of texts and determine the co-occurrence of certain translation problems. And that could have only been achieved by a large-scale analysis of complete texts rather than fragments or single texts. Such a large corpus enabled the researcher to objectively identify and observe occurring problems that might by overlooked by a small scale analysis (Baker and McEnery, 2005:198).

The selected texts were editorials, commentaries, and opinionated columns that discussed current political issues in the Middle East, such as the Israeli- Palestinian conflict, the war in Iraq, and the US presidential elections. These selected source texts were published between 2004-2005. Similar articles, as such, are usually translated and published in Arabic official newspapers in the "International affairs section". The selected texts were taken from major newspapers published in the United States of America (e.g. New York Times, Washington Post, etc.), the United Kingdom (e.g. The Guardian), and Australia (e.g. Sydney Morning Herald), which are considered major sources for the daily national newspapers published in Jordan such as *Alrai* and *Adustour*. A complete list of the English newspaper texts used in this study, detailing their publication dates and their sources is attached in Appendix A. After the source texts were collected they were scanned to create the electronic version of the corpus, and after scanning, the source texts were carefully checked for accuracy. The source texts selected are attached on CD-ROM. The selection process of the source texts was also based on careful examination of each source text individually in which the researcher ensured that each text had at least one case of difficulty for each problematic category discussed below. The assessment and classification (see section 4.2.2 below) of perceived problematic areas in texts prior to selection is of great importance before any step involving the evaluation of errors (Kussmaul, 1995). Of course, in this study the initial list of English-Arabic translation problems was based on those problems found in previous studies which have also been discussed in chapters two and three. It was assumed that the participants were familiar with the concepts presented in the text and since the comprehension of the source texts, i.e. newspaper texts, did not require special knowledge this assured that the errors found

in the translations were not mostly the result of the translators' lack of comprehension of texts. As for stylistic issues it is assumed that, since their qualification is at least a Bachelor degree, they undertook writing classes or even perhaps translation courses.

- **Target language texts**

Target texts refer to the 100 Arabic translations produced by translation subjects participating in this study. When the translator subjects completed their translations of the source texts, all the target texts were saved electronically for processing in the program developed to search the corpus (all target texts can be found on CD-ROM). The English Newspaper source texts and their Arabic translations being studied are also referred to in this study as the translation corpus.

- **Electronic corpus tool**

The terms used in the literature to describe the type of corpus used in this study are inconsistent. However it is often referred to as a 'translation corpus' (Johansson, 2002) or a 'parallel corpus'. The type of corpus used in this study is considered to be a translation corpus. The term 'translation corpus' acquired different definitions in literature (Baker, 1995; Kenny, 2001; Olohan, 2004). The definition adopted in this study is similar to that defined by leading researchers on corpus based studies in linguistics and translation such as Baker (1999), Laviosa (2002), and Olohan (2004). Accordingly a translation corpus can be defined simply as a corpus consisting of source texts in language A and their translations in language B.

The electronic corpus in this study was designed to serve the following objectives:

1). to allow counting the frequency of any selected item throughout the corpus. In this respect, Al-Sulaiti and Atwell (2006:139) believe that there is a great need for designing Arabic corpora and illustrate that one of the benefits of using a corpus is that the researcher, the linguist, the learner and the teacher " can explore the use of a word in different types of texts to see how frequently this word is used, how many meanings it has, what syntactic environment it occurs in, whether the word has the same frequency of occurrence in all types of texts". Thus, this searchable feature allowed tracking the translation of some acronyms (e.g. GOP) or political terms (e.g. Coalition of the willing).

2). the corpus was, further, able to detect any occurrence of omissions that might be missed through the manual translation analysis by registering the omission as "Null" whether it is a lexical item or paragraph as can be seen in the example on mapping given below.

3). It was considered to serve as base for future research on aspects requiring further investigation in this study.

The development of the corpus involved the following main processes:

1) Mapping:

In order to build a searchable corpus, the creation of a bilingual term bank of lexical entries based on the source texts and target texts was needed. Therefore, the English source texts were aligned with their parallel Arabic target texts manually. The sentence was the largest chunk and then was broken into smaller chunks. Below is a representative example of how the mapping was done.

Source Text: George Bush's Secretary of State faces the first major test of her diplomatic skills.

Target Text: تواجه سكرتيرة الرئيس جورج بوش أول اختبار لمهاراتها الدبلوماسية

جورج<George

بوش<Bush's

سكرتيرة<Secretary

of State> Null

تواجه<Faces

the first <أول

major > Null

اختبار<test

of her diplomatic<الدبلوماسية

skills.<لمهاراتها.

2) Tagging:

A tagged corpus is more useful than an untagged corpus because there is more information there than in the raw text alone. Once a corpus is tagged, it can be used to extract information for example, it can be used for creating dictionaries and grammars of a language using real language data. The translation corpus was processed using the following two tagging tools:

a) Brills English Morpho-Synactic tagger

Tagged corpora are also useful for detailed quantitative analysis of text. Grammatical tagging (or part-of-speech tagging) is the process of assigning grammatical part of speech tags to words based on their context. This process has been automated for English and many other Western languages, and also some Asian languages with various accuracy rates ranging between 95-98% (Khoja *et al.*, 2001).

Brill's part-of-speech tagger was applied to English source texts. Brill's (1995) tagger consists of 146 morphosyntactic tags. The tags are characterized as morphosyntactic because they contain more than just basic part-of-speech information. For example, they indicate whether or not a noun is singular or plural, proper or not proper (Brill, 1995). This is an example of how the tagset was applied to source texts:

```
Rice [@SUBJ %NH N NOM SG]   jets [@+FMAINV %VA V PRES SG3]   out
[@ADVL %EH ADV]   to [@INFMARK> %AUX INFMARK>]   mend [@-FMAINV %VA
V INF]   shaky [@A> %>N A ABS]   fences [@OBJ %NH N NOM PL]   .
[punct]
George [@A> %>N N NOM SG]   Bush's [@A> %>N N GEN SG]   Secretary
of State [@SUBJ %NH N NOM SG]   faces [@+FMAINV %VA V PRES SG3]
the [@DN> %>N DET]   first [@A> %>N NUM ORD]   major [@A> %>N A
ABS]   test [@OBJ %NH N NOM SG]   of [@<NOM-OF %N< PREP]   her [@A>
%>N PRON PERS GEN SG3]   diplomatic [@A> %>N A ABS]   skills [@<P
%NH N NOM PL] . [punct]
```

Since this tagset was designed for Indo-European languages, it definitely does not include categories recognized in Arabic, such as the dual and feminine nouns and adjectives and is also designed to be applied not only to roman characters but further lexemes rather than complete words.

b) Khoja's part-of-speech Arabic Tagger (2001; Khoja *et al.*, 2001)

This tagset (Khoja, 2001) is applied directly to Arabic text without the need to transliterate the Arabic texts into Roman characters, rather it is based on the description of traditional Arabic grammar and thus is divided into three main classes: nouns, verbs, and particles, in which adverbs and prepositions are considered subcategories. Further, Khoja's tagset (2001) can be assigned to words with all their affixes and comprises 177 tags; 103 nouns, 57 verbs, and 9 particles, 7 residual (foreign words, mathematical formulae and numbers) and 1 punctuation (contains all punctuation symbols, both Arabic and foreign such as (?,!,")) (Khoja, 2001; Khoja *et al.*, 2001; Khoja, 2003) . The five

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main categories listed above are assigned the following tag symbols (Khoja *et al.*, 2001: 4):

1. N [noun]	2. V [verb]	3. P [particle]
4. R [residual]	5. PU [punctuation]	

The tagset and a full description of each of the tags and examples of Arabic words, as described by Khoja *et al* (2001:7-12) are attached in Appendix B. Below is an example of how the target text appeared after applying the tag set. This example was the translation provided for the following source text (T.38):

Rice jets out to mend shaky fences
George Bush's Secretary of State faces the first major test of her diplomatic skills

The Arabic tagged translation appeared as:

الأسيجة/NCPlfGD لتصلح/NCPlfGD Rice/NCPlfGD /VISg3FI
المتزعزعة/NCPlfGD ./punc
جورج/NCPlfGD الرئيس/NTSgMGD سكرتيرة/NCPlfGD تواجه/VISg3FI
لمهاراتها/NCPlfGI_NPrPSg3F اختبار/NCPlfGD أول/NNuORSgMGI بوش/NCPlfGD
الدبلوماسية/NCPlfGD

After applying all the above processes the corpus tool was ready to search. The opening interface can be seen in the picture below. The tool and instructions on how to operate it are attached on CD-ROM (i.e. folder corpus tool) at the back of this thesis:
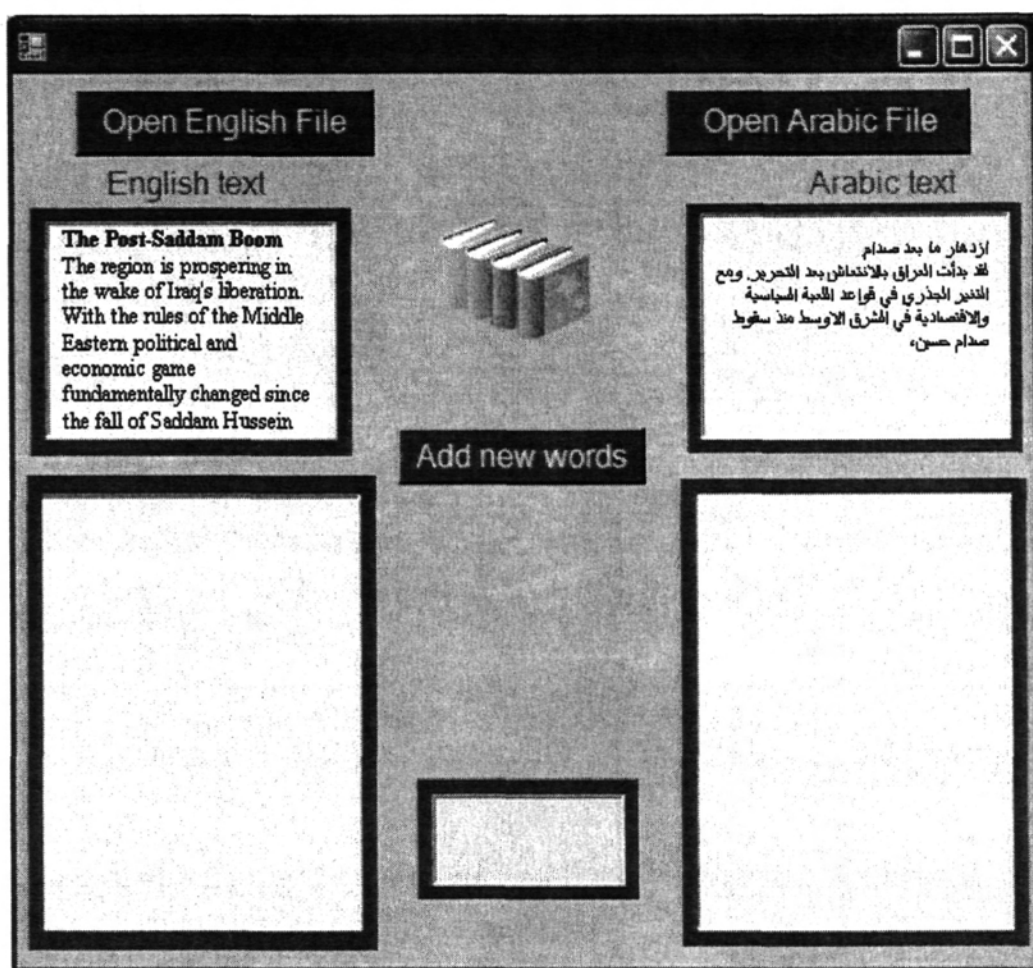
Figure 4.1 Corpus tool interface

As can be seen from the screenshot taken above the icon "add new words" refers to the bilingual term bank, i.e. lexicon, created, and is a term used in machine translation to refer all the entries listed in the translation corpus in alphabetical order. The lexicon developed in this study allows the addition of new entries, which is indeed quite useful for student translators or fresh translation practitioners to use and build on as they accumulate their translation knowledge. The following is an extract of the searchable lexicon developed in this study (note that Arabic is written from right to left hence the changed direction of the bilingual lexicon:

a bid to<الذي كان يدعو
a big<قفزة
a black<سوداء
a brief<هدفه
a chance<وفرصة
a change<التغيير
a clash<الصدمة
a clear majority<للأغلبية
a clear sense<ذات تصميم
a consensus<إجماعًا
a culture of<ثقافة
a danger<خطرًا
a dangerous<خطر
a deadline<موعد نهائي
a dilemma<معضلة
a drug<من دواء
a euphemism<وهذا التعبير اللطيف
a few hours<بضعة ساعات
a few thousand<فإن الآلاف
a few<قليلة
a following<إتباعهم
a foreign<أجنبي
a full-fledged<كامل
a ghost<أشباح
a gigantic<ضخما

Corpus analysis indeed has its own shortcomings. As Baker and McEnery (2005:223) found that having "wider view may mean that subtleties of language are overlooked" and further they add that any data retrieved from such an analysis is not self explanatory. On the contrary it requires high interpretative skills from the researcher.

Further, designing a corpus is not an easy task; as can be seen from the present study it required applying programs that only the experts in the field of machine translation can develop to suit the purposes of the research. It is also time consuming for there are studies dedicated only to the development of such programs which test them on smaller corpora (Al-Sulaiti and Atwell, 2006). The present researcher, with the help of a machine translation expert, has managed to create the present database that includes the examined translation corpus by building our own term bank that covers all vocabulary used in the

corpus. This also proved hard to achieve because the equivalents translators gave to lexical items were often inaccurate or inappropriate, as revealed by the results. However, the tool proved useful in detecting omissions, though not 100% accurate, and in identifying the grammatical category of each lexical item, through the tag set applied to the corpus. Further, the tool helps in searching through the whole corpus and making observations on the translation of technical terminology and other compounds that frequently reoccurred in the corpus.

The role of the corpus analysis here was to assist in obtaining a more complete understanding of occurring lexical and grammatical problems. It was therefore was intended to complement the comparative analysis (i.e. researcher's and raters' assessments), the target readership assessment, and the translator's individual assessment (all discussed below).

- **Participants and questionnaire**

There are not many empirical studies on translation difficulties that have involved exclusively professional translators' performance in Jordan (Shunnaq, 1996). The majority of the studies have involved student translators (as outlined in Chapter Two). No study has yet reported on the stage that follows acquiring translation techniques and skills and the translators real life production of texts. One hundred certified translation practitioners were recruited from Jordan to participate in the study. The involved translators are native speakers of Arabic and have acquired English as a second language. The subjects were selected randomly and were approached individually. They were presented with a brief summary of the project and their prospective translation task (i.e.

text type, text length, questionnaire administration and format of delivery) followed by an invitation to participate in the translation task with their identity kept anonymous.

In brief, each translator was asked to do the following:

First, translate the source text into Arabic (Modern Standard Arabic) to the best of their knowledge and competence using any translation tools available (e.g. dictionaries, internet, etc.). Second, the translators were asked to underline the lexical, grammatical and textual problems the found in the source text. Third, complete the questionnaire during or immediately after the translation. Finally, set their own deadline to complete the tasks and deliver the translation in both hard and electronic copy.

Upon their agreement to participate each translator was asked to translate one English source text into Arabic with no time limit and then complete a questionnaire (see the section below). Each translator was asked to deliver the target text when finished with its soft copy so that the electronic corpus, discussed above, could be compiled. In terms of delivering the target texts, flexibility was maintained so there was no intention to impose any deadline on the translators' completion of the task. On the contrary, the deadline was set by the translator in order to not jeopardize the quality of the translations by placing pressure on the translators to meet the deadline. Confidentiality in this study was preserved by giving each respondent an identification number. The researcher assigned the serial numbers (1-100) to all source texts and questionnaires given to translators and, accordingly, asked the translators to assign the same number to the target texts once finished, which was then checked by the researcher to assure that all the numbers matched. As mentioned above, one hundred translator subjects completed the questionnaire for the study. After the questionnaires were collected, the translators'

choices were recorded and analyzed. However, it should be noted that the study initially involved one hundred and two subjects and later when the questionnaires were collected, the researcher discovered that two subjects failed to complete their questionnaires. As result, their translations and questionnaires had to be excluded from the present analysis.

Questionnaires have proved to be useful procedures in language teaching and learning for example Richard and Lockhart (1994:10) point out that they are a useful technique to gather "information about affective dimensions of teaching and learning, such as beliefs, attitudes, motivations, and preferences". Therefore, it was hoped that the designed questionnaire in this study would help show translators' awareness of their translation difficulties. Further, it would also provide information on what translators find to be major lexical and grammatical difficulties, compared to the manual and corpus analysis, which in turn would either confirm or contradict previous hypotheses and predictions put forward by scholars. Interviews, another data collection procedure also adopted by some researchers in the field (see Deeb, 2005), would have nicely complemented the quantitative and qualitative data analysis, but were too impractical given the number of participants and their geographical location (Bryman, 2001) and above all Macquarie University's Ethics Review Committee (Human Research) had warned against the difficult task of guaranteeing the anonymity of interviewees in such studies.

The questionnaire (Appendix C) was designed, and refined over time, to elicit aspects of translators' views on the types of difficulties encountered in the translation of the source texts, and secondly aspects of their personal translation background which included ,age

education level, experience and profession (Bryman, 2001:146). In general, it comprised both close-ended and partially close-ended questions. The close-ended questions (Seliger and Shohamy, 1989) were meant to measure what the subjects perceived as major translation problems.

The questionnaire can be divided and described in the following four sections:

a) The first section of the questionnaire (questions 1-5) intended to elicit responses about the personal translation background of translators, by asking partially close-ended questions such as: "what is your educational background" and "how many years have you worked as a translator". In this section five partially close-ended questions were asked that require single and multiple choice responses with the option to specify some any given answer about the translators' experience, educational background, types of texts used to translating, published translations, and finally courses undertaken for translation training. It should be noted that the demographic data collected from the questionnaire helped in drawing observations on how translators' experience and training have effect on how they handle problems. The data collected was not used to draw comparisons between the respondents' translation background.

b) The second section intended to measure those sometimes unobservable but existing perceptions of what the respondents find difficult to translate to be compared to what was is found in the corpus analysis. It contained three major questions (questions 6-8) that list a number of problematic areas at the lexical, grammatical and textual level. In the three questions, the subjects were asked to indicate what they found problematic. Further, they

were given the option to add any other area they found problematic but was not listed in the questionnaire. Lack of uniformity in the responses given by the respondents on additional problematic areas was expected, since it was optional, and therefore all comments were included under an independent category labeled as "other problems". Observations were then made on the most frequent problematic areas mentioned by respondents.

c) The third section indented to elicit responses on how the translators handled the difficulties they encountered and whether any specific tools assisted in solving them. In the two questions asked (questions 9-12) the translators were given the freedom to add and specify any other strategy or tool assisting them in solving their problems.

d) The final section intended to elicit the translators' views (if there were any) on translation problems in general and whether they thought they benefited from the questionnaire. Here the translators were asked to respond to two statements on a five point Likert-scale, which has proven to be effective according to Brown (2001:41) in " gathering respondents' views, opinions, and attitudes about various language-related issues". The scale offers the following five choices: strongly agree, agree, not sure (undecided), disagree and strongly disagree (see Seliger and Shohamy, 1989; Bryman, 2001).

It is clear from the description above that the main purpose behind the use questionnaires was to gather insights into what the translators' thought to be problematic when translating the source text. Insights that will explain some of the causes behind problematic areas found in the study and further point out limitations.

4.2.2 Methods of data analysis

4.2.2.1 Classification of translation errors

In an empirical study that tracks translation students progress, Shlesinger (1992:123) points out that :

> "All too often, problems in students' translations are dealt with as they happen to arise in the texts being tackled. Attempts at systematic categorization, definition or resolution of specific ones as recurrent or typical tend to be confined to interlingual differences drawn from contrastive linguistics, with far less attention to those which characterize translation as such."

In order to identify translation problems and to test the predictions and observations made by scholars in the past, the following methods of collecting data were employed in this study.

In order to identify translation problems the corpus had to be examined for translation errors, since errors usually point to problems. To address this research question and objectives, a concurrent mixed-method approach was employed.

As a first step, a classification of translation errors was developed, based on the combination of the types of translation errors discussed in literature (Sager, 1983), and in particular those expected to occur in English-Arabic translation as result of problematic areas, as such mentioned by Hawas (1990), Saraireh (1990), Al Ghussain (2003), Deeb (2005). A preliminary summary of all those problems and errors can be seen in the table 4.1 below.

Table 4.1 Summary table of possible English-Arabic translation errors identified in literature:

Categories of translation errors			
Lexical and grammatical	Incorrect	Vocabulary	Polysemy
			Divergence
			Technical terms
			Proper nouns
			Compounds
			Collocations
			Phrasal verbs
			Fixed expressions
			Culture
		Grammar	Morphology
			Prepositions
			Tense
			Articles (definite/indefinite)
		Spelling	Invention
			Morphological spelling
			Dialect influence and hypercorrection
			Slips
		Addition	Addition of wrong information
			Addition of stress
		Omission	Omission of item
	Inappropriate	Vocabulary	Connotative meaning
			Synonyms
			Near Synonyms
			Word formation
			Lexical voids
			Arabization
		Grammar	Word order
			Passive
			Negation
			Conditionals
		Addition	Double/alternative translations
			Expansions
		Omission	Omission of item
			Omission of section
Text level errors	Rhetorical and stylistic devices		Metaphor and simile
			Repetition and parallelism
			Satire
			Irony
			Alliteration
	Cohesion		Reference
			Substitution
			Ellipsis
			Conjunctions
			Theme and rheme issues
			Paragraphing
			Graphic/orthographic marks

This summary was later modified to correspond to those evidently found errors in the corpus. The final classification used to analyze the corpus was more focused on the most common lexical, grammatical and textual translation errors. These errors found and examined help explain the problems they caused for the professional translators. In addition there are other minor factors that contributed to limiting the categories examined in the present classification, other than relevance, factors such as the size of the corpus being examined and the time restraints in this research. This final list consists of lexical, grammatical, and some textual categories of translation errors which were assessed according to what scholars such as Sager (1983), Sullivan (1994), and Waddington (2001, 2004) have proposed as necessary elements in the identification of errors (see Chapter Two). So, errors in the target texts where identified through the following types of errors: omission, addition, deviation, selection, and modification (Steinbach, 1981; Sager, 1983; Sullivan, 1994; Tawbi, 1994) and they are weighed and described according to the linguistic correctness (i.e. any violations in the TL norms) (House, 1977), the semantic effect, the pragmatic and communicative effect the item(s) has on the text at the lexical, sentential and supra sentential level. In order to reach a systematic classification for the errors found in the corpus, Steinbach (1981:252) explains that "a sufficiently deep and systematic classification" should include a "system of identification or specification, i.e. tense, number, aspect, etc."

As discussed above there are a number of different ways to describe and classify errors in translation. Some studies employed a general structure for research in English-Arabic translation errors and modified it to meet their own conditions (Al-Kenai, 1985; Saraireh, 1990; Jabr, 2001; Al Ghussain, 2003; Deeb, 2005), while others adapt a more specific

one prepared to examine a particular feature or task (Aziz, 1982; Hawas, 1990; Farghal, 1995; Abdel-Hafiz, 2002; Farghal and Al-Hamly, 2004). Though individual researchers may adapt approaches that suit their research purpose and plan, this study does not intend to argue for a particular approach of analyzing translation errors and classifying them, since no unified framework for their assessment exists, but by taking into account the appropriateness and applicability of analysis methods, it adopted a general approach in analyzing errors of translation, with some modification for each translation category touched upon. Reliable criteria that could be effectively applied in the evaluation of translational adequacy are sought and proposals by Koller (1995), Wilss (1983), House (2006), Reiss (1982, 2000) were assessed. Special attention was also devoted to the hierarchy of such criteria, in particular that discussed by Sullivan (1994) and Waddington (2004) : (1) the function of translation, (2) text coherence, (3) text type, (4) linguistic conventions, (5) culture- and situation-specific conventions and conditions, and (6) the language system. Nevertheless, it should be emphasized that no translation can be the exact equivalent of a source text, and therefore was not sought in this study, since even the interpretation of the text in its original language varies with the reader, the time and place, and the communication context (Chesterman, 1997).

The three key research steps of analyzing errors: identification, description and explanation (Gile, 1992; Pym, 1992; Waddington, 2006) were adopted, as seen below, and the results of the main methodological procedures are presented in chapter five.

From the corpus of data presented in this study, the present research proposes that the categories examined below are characteristic of the English- Arabic translation corpus examined. These categories were chosen based on the researcher's analysis of the most

frequent type of translational errors found in the corpus, taking into account those outlined by the subjects in their responses to the questionnaire, in addition to the most relevant categories identified by other studies as has been discussed in chapters two and three. Accordingly, the list of translation errors below, Table 4.2, was reached:

Table 4.2 Categories of translation errors found in the corpus:

		Translation Errors
Lexical errors		Literal translation
		Synonyms
		Omissions
		Compounds
		Collocations
		Proper nouns
		Addition
		Political terms
		Idioms
		Acronym
		Culture specific
Grammatical errors		Word order
		Articles (definite/indefinite)
		Agreement
		Prepositions
		Case ending
		Passive
		Word formation
		Tense
		Pronouns
Text level errors		Punctuation
		Typographical errors
		Omission
		Cohesion
		Spelling
		Paragraphing
		Coherence
		Headlines

Taking into consideration all errors resulting from the analysis, with primary focus on lexical and grammatical errors, this compiled list of translation errors indicative of problems was then shared with the raters who assessed whether the errors identified by the researcher were withstanding and valid based on their own independent assessment of those errors. So, when a translation error detected in the researcher's analysis was not agreed upon by the raters it was reviewed and resolved, which is also discussed below (section 4.2.2.2).

Further, translation errors in this study were measured quantitatively and qualitatively. So statistically speaking the more errors the translators made with respect to a certain category the more this category was considered a problem. The error itself as shown in the results of the analysis (see chapter five) was assessed along the line of correctness and appropriateness. As mentioned before, errors in translation are considered to be the results of translation problems (Deeb, 2005) and for the purpose of consistency in this study the problems have been assigned the same labeling categories those assigned to the translation errors.

As can be seen from the table 4.2 above, the general analysis of the corpus focused on the following three types of errors: a) lexical translation errors, b) grammatical errors and c) textual translation errors and their categories. Following this, all identified translation errors are described below.

4.2.2.1.1 Lexical translation errors

Lexical items are one of the most important domains of analysis in this study and within its context are used to include 'vocabulary' in general. This section provides definitions and descriptions of lexical translation errors. The assessment of errors at the lexical level involved the assessment of choices made by translators; that is lexical choices. Lexical choice in this study, generally, means choosing the most appropriate lexical item in Arabic to translate an English lexical item(s) (Al-Zubi, 2001). So, the translation errors found in the corpus under this category involved the selection of words used in the translation. The assessment of lexical choice involves both lexical choices that are incorrect which lead to distortion and those that were not wrong per se but were inappropriate in which more appropriate choices existed that were more acceptable in the translation than the choice made by the translator (Zughoul, 1991). Incorrect lexical choices were identified in the present corpus of translations as inaccuracy in the choice of a lexical item(s) that resulted in deviation of the source text meaning and led to at least a slight distortion of the intended meaning in the target text. The degree of distortion in some cases, as will be seen from the examples below, was limited to the problematic expression without influencing the rest of the sentence or text as whole. However, in many cases recorded in the corpus the distortion reported an effect on larger portion of the text rather than a single confined expression. Translation errors detected in the corpus under the category of lexical choice involved the following categories: literal translation, synonyms, acronyms, proper names, technical terms, idioms, compounds,.

- **Literal translation**

Referred to by some as calques (Wilss, 1982; Sewell, 2001), loan translation, or word-for-word translation that might be caused by lexical gaps (Shamaa, 1978; Baker, 1992), and polysemy (Abdel-Hafiz, 2002), (see chapter two and three). This is manifested in errors that did not capture the connotative meaning of lexical items especially when dictionary meaning (Hawas, 1990) is used in the translation as in the translation of "heated arguments" as "مناقشات ساخنة ". Another example of how the "mislocation" of the meaning of a lexical item can lead to incorrect translation as in the literal translation of "Europe-bashers" in "Before reflexive *Europe-bashers* rush to toss Spain…" as "**the shy Europeans**" . In this example, the translator looked up "bashers" in "Al-Mawrid English-Arabic Dictionary" and found under the entry of "Bashful" the following meaning, also back translated in English: "Bashful: uncomfortably shy حيِيّ"

- **Synonyms**

Synonyms, as discussed in chapter three (Mouakket, 1986) are defined as terms that share the designation of the same object or objects as their primary function. This does not preclude them from having differing secondary attributes as it is strongly argued in semantics that true or exact synonymy does exist in language and that no two words have the exact same meaning (Zughoul, 1991). Synonyms may differ from each other because of (1) regional variation, (2) connotative evaluation, (3) different designates, (4) figurative use, (5) stylistic variation, and (6) collocational range (Abu-Ssaydeh, 2001).

- **Omissions**

The omissions that involve some parts of the source texts usually result in missing information that may or may not break communication. In other words, omission errors that hindered communication were considered to be incorrect omissions and those that result in incomplete information but cause no communication breakdown were assessed as inappropriate.

- **Compounds**

Compounds are simply defined as two or more words combined together to give one meaning and they can be either merged into one word, separated by a hyphen, or remain separated, e.g. "drought affected regions".

Compounding, in general, is described as (Bloch, 1986; Holes, 2004; Ryding, 2005) a word formation process entailing the combining of two or three bases of words to form a single new word. However, sometimes in Arabic the lexical item created is not a single word but a noun phrase, such as '*adam wujuud* non-existence', or a combined participle noun phrase such as '*mutaaddidu alatraf* multilateral'.

It is also said to be an outstanding feature of nouns in both English and an Arabic newspaper language (Aal, 1991, 1994). It is believed that 'the language of newspapers is a largely descriptive language. This is why the piling of adjectives is one of the peculiarities of the journalistic style' (Quirk, 1962:173). However in Arabic we seldom find a structure in which an adjective cluster because when adjectives are used in a sequence they are usually separated by the conjunction '*wa*' which is equivalent to 'and'

in English. Arabic adjectives can also cluster when they are defined with a definite article 'the' *'al'* forming noun constructs.

It appears that when translators are faced with the problem of string compounds, called noun constructs or annexation and *'idafaa'* in Arabic they tend to result in errors. Ryding (2005:217) explains the meaning of *"idaafa"* or "annexation" as follows:

> "Traditional Arabic style requires that the first term of the ᶜidaafa or annexation structure be restricted to one item. It cannot be two or more items joined with *wa* "and". If more than one noun is to be included in the expression then they follow the Idaafa and refer back to it by means of **resumptive pronoun suffix**."

Further Emery (1988b:32) adds that:

> Compound nouns/adjectives are generated mainly through idafa (construct) & attributive structures consisting of elements in head-modifier (endocentric subordinate) relations, but there is some resistance to additive (endocentric coordinate) structures.

Dickins et al (2002:98) also adds that:

> "Arabic, like French and other Romance languages, is a more analytical language, and compounds are typically formed by the use of genitive structure: e.g. غرفة نوم 'bedroom' , or by noun-adjective pairs such الشرق الأوسط ' the Middle East'. Both of these structures can yield complications when combined with other elements".

Further the problem with compounds is that they are not always composed transparently and the semantic-syntactic relations between their components nor can they be predicted from rules especially in journalistic political texts (Jakobsen, 1992).

And when case ending markers are absent in the formation of complex genitive constructs they cause ambiguity e.g. "ستائر غرفة النوم الجديدة" it is not clear whether it means 'the new curtains of the bedroom' or whether it means "the curtains of the new bedroom" (Dickins *et al.*, 2002:98).

The order of compounds (noun-adjective) in Arabic should be that the modifier comes after the noun as in "Korea South" "كوريا الجنوبية" for the translation of the English compound "South Korea" and "جنوب كوريا" meaning in Arabic literally "the south in Korea".

- **Collocation**

Crystal (1987:147) defines collocations as the "habitual co-occurrence" of lexical items. According to Newmark (1982:114) a collocation "consists of two or three lexical (sometimes called full, functional, relational) words, usually linked by grammatical (empty, functional, relational) words, e.g. 'a mental illness'…".

From a grammatical point of view Emery (1988a), finds that the most common types of collocation are noun centred and fall under three types: a) Adjective +noun, e.g., heavy labour, b) Noun+noun, e.g., government securities and, c) verb+object (which is normally a noun that denotes an action), e.g., to pass a law سن قانون. Another common grammatical structure in the corpus is Adverb + Verb, e.g., quickly condemned; though some were noted they were not that significant. In this study collocations are not analysed for their grammatical structure but they are considered to be the habitual juxtaposition of a particular word with another word or words (Crystal, 1995).

Hatim and Mason (1990a:204) in their classic "Discourse and the Translator" consider that reaching the appropriate collocation in the target language as one of the major problems that face translators. They rightly note that "there is always a danger that, even for experienced translators, source language interference will occasionally escape unnoticed and unnatural collocation will flaw the target language" Hatim and Mason (1990:204). Studies that have considered collocation as a major problem for the translator are such as those done by Emery (1988a), Hatim and Mason (1990a), Al-Qinai (1999), Abu-Ssaydeh (2001), Dickins *et al* (2002), Al Ghussain (2003), Farghal and Al-Hamly (2004). The difficulty is believed to stem, among several others, from the considerable variation in collocability of lexical items in the two languages (Bahumaid, 2006).

In another study dedicated to the translation of English collocation into Arabic, Brashi (2005) asserts that one way to judge translators' performance is through collocational performance as part of their translation competence. Brashi (2005: 241) has also highly recommended that translators "should identify collocations in the source text at the same time as they identify difficult words". Collocations that were analysed as errors were those that were considered as unacceptable by the researcher, and then approved by the two raters, when the professional translator rendered the English collocation incorrectly in Arabic. And, of course, when the professional provided a correct rendition of the collocation in Arabic it was considered as acceptable. Possible strategies for rendering the English collocations into Arabic, were word for word, finding appropriate equivalent, and paraphrasing (Brashi, 2005).

- **Proper nouns**

English and Arabic proper nouns refer to either names, geographical and personal (e.g. C. Rice), or titles (e.g. secretary of state). As outlined by Aziz (1983) and Saraireh (1990:126) (see chapter three), they are problematic and therefore result in errors.

- **Addition**

Adding alternative translation(s): providing other alternative(s) of meanings which sometimes appear between brackets. e.g. "stand by" for example was translated incorrectly as (يقف بجانب (يتأهب. Another form of addition considered as an error of translation is expansion in which the translator assigns additional information to the meaning which is not required. For example, "the committee is offering private support: اللجنة تعرض..." even though it could have been translated simply as "اللجنة تقوم بعرض... ". In other cases the addition was more serious in which wrong information that does not exist in the source text was added to the target text (see chapter five).

- **Political terms**

Technical terminology is considered by Aal (1991) , who conducted a "Contrastive Linguistic Study of the Influence of English-Arabic Translation on Journalistic Models in Arabic", to be a major problem for translators "particularly those working in the press field" who encounter foreign terminology on a regular basis (Aal, 1991:289). The translation of technical terms particularly foreign ones is of great importance and requires great attention especially for those who translate journalistic texts. Both Al- Kenai (1985)

and Aal (1990) agree that it is mainly through newspapers or media in general that new terms are coined and introduced to Modern Standard Arabic (MSA) regardless of whether the new coinages or loan words were later accepted . They both also hold translators, among writers and journalists, responsible for using "easily available transliterated loan words.... without referring to methodologies adopted by the language academies" (Al-Kenai, 1985: 112-113).

- **Idioms**

One of the most complicated issues in translation is idioms. Although there are thousands of them and they occur in all types of texts and contexts, their translation from English into Arabic has only received cursory attention (Ghazala, 2003).

Idioms are described as "frozen patterns" and "fixed expressions" (Baker, 1992) and are defined as phrases or word groups in which the meaning of the whole expression cannot be elicited from the meaning of the individual words that constitute that expression (Crystal, 1980; Newmark, 1982).

Idioms are considered to be one of the major areas of difficulties in English-Arabic translation (cf. Awwad, 1990; Abu-Ssaydeh, 2004). In general, Darwish (2001) attributes the problems translators face with idioms simply to the fact that idioms are usually culturally and environmentally bound. When translating source language idioms into the target language, Newmark (1982) Awaad (1990), and Baker (1992) believe that the translator is likely to face the following cases of correspondence:

(a) similar forms and meanings in the two languages;

(b) similar meanings but completely different forms;

(c) similar meanings but slightly different forms;

(d) different forms and meanings and are language specific.

The errors in the translation of idioms reported in this corpus involved: a) incorrect unraveling of components which led to distortion in the meaning, b) inappropriate direct borrowing instead of translating it's referent. For example, the idiom "walk the walk", which is cliché, was mistranslated literally as "يمشي المشية" .

- **Culture specific**

Kashoob (1995:122) believes that:

> "Religion, politics, social traditions and technical terminologies are considered to be some of the most problematic areas in cultural translation a translator could encounter particularly between languages which belong to completely different cultures such as in the case of English and Arabic."

Culture specific terms are elements that are usually tied to a particular culture in which the exact equivalents cannot usually be found in another language without the concept losing its cultural identity. Various translation strategies that respect the cultural origin of such terms to different degrees are nevertheless available (Kashoob, 1995). The translator's decisions about what strategies to use naturally affects readers' understanding of the translation, but they also affect the image of the source culture that is created in the target culture (Herrero, 1998) . In this respect Schäffner (1997), when discussing her strategies of translating political texts, shows that these terms are clearly evident in

political texts and pose difficulty for the translators translating from English to French, Spanish, and German.

- **Acronyms**

In general, acronyms, as well as abbreviations, are believed to be a burden on the translator (Gonzalez, 1991). Abbreviations involve the shortening of already existing lexical items. From a morphological point the English language has three types of abbreviations: clipping, blends and acronyms. Clipping involves the shortening of a full word while maintaining three or more contiguous letters from the same word in the abbreviated form such as 'tab' from 'tabulate'. Blends are compound words resulting from fusing together two words that have been previously clipped or abbreviated, such as 'modem' from 'modulator-demodulator' (Belda Medina, 2004:921). The main focus of this study is on acronyms, although Arabic makes use of other types of abbreviations, as they are most frequently used in journalistic texts and are known to give rise to more errors concerning their translation in Arabic.

Percival (1985:96) believes that when there is an equivalent for the acronym in target language it should be used. If there is no equivalent, Percival (1985:96) and Newmark (1982:152) suggest that the name or term in question should be "spelled out in full" the first time it occurs in the text, and an explanation should be added if necessary. Acronyms form a distinct feature of political language and once formed and established are widely used in newspapers and any other media discourse. The translation of acronyms depends on contextual factors such as the linguistic and cultural level of the target readership and the importance the acronym has in the source language culture

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(Kingscott, 1991; Newmark, 1991). Acronyms employ capitalization as described by Tariki and Atari (1993) in the context of pragmatics and discourse.

When a translator is faced with an unfamiliar acronym he/she is expected to search the dictionaries and consider the context in which the acronym appeared. The translator is always advised to unpack the source language acronym into target language words and the translator as Newmark (1982:152) indicates "is not entitled to create TL acronyms, and should convert any ad hoc acronyms into TL words". Acronyms are the initial letters of the words that make up a phrase. The corpus reported cases of incorrect unraveling of components which leads to distortion in meaning as well as cases of inappropriate and unacceptable direct borrowing instead of translating its referent as in the example of the acronym "GDP". It was translated as follows in corpus as:

"في اليابان سبب... ان ارتفاع الGDP"

It is obvious that the initial letters in the acronym "GDP" stand for the term "Gross Domestic Product" however the acronym was wrongfully retained in the Arabic translation of "Japans increasing GDP has caused...".

4.2.2.1.2 Grammatical translation errors

As the term grammar covers a linguistically vast area in the study of translation

(Quirk and Greenbaum, 1993; Crystal, 1995), in the present study, to avoid confusion,

when the term grammar is used, it is meant to include translation problems in the area of

syntax and morphology. The main areas of focus as revealed by the results of corpus

analysis included tense, passive, omission (all areas), and articles (definite and

indefinite). In this section, grammatical errors found in the translation corpus are divided

in the following subcategories: morphological errors, word order, passive, articles, proper

nouns, prepositions, derivation, agreement, case ending. All of the linguistic definitions

for each part of speech are adapted from the "Encyclopedia of Language and Linguistics"

(Brown, 2005), "A University Grammar of English" (Quirk and Greenbaum, 1993) ,

"The Cambridge Encyclopedia of the English language" (Crystal, 1995) and "A

Reference Grammar of Modern Standard Arabic" (Ryding, 2005). In order to explain the

reason behind the discussion of some morphological areas at the lexical level, e.g.

compounds, and other at the grammatical level a detailed account for the properties of

morphology is important.

Ryding provides the following basic account:

> "Morphology, or word structure, pertains to the organization, rules, and processes
>
> concerning meaningful units of language, whether they be words themselves or
>
> parts of words, such as affixes of various sorts" (2005:44).

English and Arabic share the same two categories for word classes: closed and open.

Traditionally, Arabic has three word classes: noun, verb, and particle (Dickins and

Watson, 1999; Dickins *et al.*, 2002; Holes, 2004; Ryding, 2005). The noun word class,

basically, includes adjectives, numerals, demonstratives, relative and interrogative pronouns, participles and verbal nouns. Nouns are marked for number, case, gender and definiteness. Verbs are also marked for number, person, gender, tense, mood and voice. Particles are uninflected and fall into five subclasses: adverbs, prepositions, conjunctions, interrogatives and interjections. These subclasses yield roughly the same as the traditional parts of speech for English (Dickins and Watson, 1999; Dickins *et al.*, 2002; Holes, 2004; Ryding, 2005).

Morphology is generally divided into two essential fields: derivational or lexical morphology, i.e. how words are formed and inflectional morphology, i.e. how they interact with syntax. Derivation, being the process of creating words or lexical unit, is considered "procedurally prior to inflection, which subsequently acts upon the word stem and modifies it, if necessary, for use in context (by affixing /-s/ in English for plural, for example, or /-ed/ for past tense). However, the boundaries between derivation and inflection are not as clear-cut in Arabic as they are in English because Arabic morphology works on different principles, and because Arabic morphological theory views elements of word structure and sentence structure from a different perspective (cf. Ryding, 2005). Derivational or lexical morphology, explains Ryding (2005:45), "has to do with the principles governing word formation (such as analysis of the English words "truthful" or "untruthfulness" derived from the base word "true"). In addition to affixation, derivation in English and Arabic can be achieved through compounding; however it is discussed under lexical errors because the errors found involve

mistranslations of their meanings rather than their wrongful formation which is discussed under the grammatical category of word formation.

In English, some common inflectional categories are: number (singular and plural), tense (e.g. past and present), and voice (active and passive). In general in Arabic, words are marked for more grammatical categories than in English. Some of these categories are familiar to English speakers (such as tense and number) while others, such as inflection for case or gender, are not. There are eight major grammatical categories in Arabic: tense and aspect, person, voice, mood, gender, number, case, definiteness. Six of these categories apply to verbs (i.e. tense and aspect, person, voice, mood, gender, and number), four apply to nouns and adjectives (i.e. gender, case, definiteness, and number), and four apply to pronouns (i.e. gender, person, number and – to a limited extent-case). Inflectional morphological errors touched upon this study are case ending and agreement.

- **Word order**

Word order in this study refers to the syntax of sentences and the relationship between various items in them, although rules of agreement between some of these elements are discussed under other categories. Word choice alone is not enough to produce a clear communicative text because if the construction is faulty the communication bridge is weakened. Confusing the function of words leads to errors in sentence construction and adding consequent ambiguity to the meaning and therefore scholars consider syntactic knowledge to be one of the sub competencies that a translator should have, in other words it is a prerequisite for translation (Homeidi, 2000). Further, Baker (1992:110) rightly

points out that the syntactic structure of a language imposes certain restrictions on the way messages maybe organized. A proper and appropriate journalistic style is identified as that which observes the syntactic rules of its own language (Aal, 1992; Aal, 1994).

The basic word order of verbal sentences in Arabic is 'Verb-Subject-Object' (VSO) when both the subject and object of the verb are specified, but thematization of the subject, unless the subject is indefinite, is achieved by 'Subject-Verb- Object' (SVO). The former is usually used for foreground information and events and the latter is used for background information and descriptions (Brown, 2005; Ryding, 2005). Although verbal sentences are more frequently used in Arabic than nominal sentences the corpus shows a general tendency towards the use of nominal sentences, specifically those which comprise the emphatic particle "inna إنّ ". Given that the translated texts are journalistic which means the importance of an element in a sentence determines its position in that sentence, it is not a violation when used to capture the intended emphasis of the original sentence especially in topical sentences. This also coincides with what Bader (1994) has found when he studied samples of Jordanian newspapers for the effects of loan translation in vocabulary grammar as well as style. One of Bader's (1994:95) observations was the staggering use of subject-verb-complement word order rather than the usual Arabic Verb-Subject-Complement in newspapers.

However, the apparent overuse of either the literal translation, i.e. use of subject-verb-complement, or nominal sentences with emphatic particle "*inna*" weakens the Arabic style of the text. While the use of verbal sentences in the Arabic translation is considered to be unmarked, the nominal sentences are considered to be used to draw emphasis and indicate importance (Al Ghussain, 2003).

- **Articles**

Since English and Arabic are two widely distant languages they do not have formal corresponding systems and do not belong to the same genetic root which thus entails translation shifts at almost all grammatical levels (Catford, 1965:73-82). As the concepts of generic and specific in English and Arabic are not always expressed in the same way, definite or indefinite articles as generic/specific indicators are occasionally problematic to translate from English into Arabic and result in errors of omission, addition, and transposition.

- **Number and Gender Agreement**

It is believed that the numeral system in Arabic is a complex one (Deeb, 2005). Many errors may pass as unnoticeable to a general reader but to grammarians it is a violation of rules hence should not be considered acceptable.

In contrast to English which has natural gender, Arabic has grammatical gender. Further, Arabic requires gender agreement (concord) between noun, pronoun, adjective and verb. The discrepancies between the two languages in marking gender appear to pose problems to the unwary translator (Shunnaq, 1993:98).

- **Prepositions**

Arabic has a wealth of fixed prepositions and particles, with both verbs and adjectives. It is believed that the translator resorts to replacing the English prepositions, rather than literally translating them, with lexical items, known as strategy of lexicalization, and

auxiliary modals, known as the strategy of modalization (As-Safi, 2001). Sometimes, there is exact correspondence in Arabic to the English prepositions (e.g. on the table على الطاولة) and then there are cases where there is no need for using a preposition in the Arabic translation to replace the English preposition (e.g. turn the page over أقلب الصفحة) in which a different part of speech may be used (Zughoul, 1979; Hamdallah and Tushyeh, 1993). In addition it should be mentioned that errors in prepositions occurred in phrasal verbs composed of verb and a preposition, e.g. "picked up information" which also was considered as a form of collocates and carrying an idiomatic use as well. Therefore phrasal verbs were not seen as a separate translation area in this study.

Prepositions have always been considered a major area of difficulty for Arab learners of English (cf. Zughoul, 1979; Hamdallah and Tushyeh, 1993).

- **Case endings**

The moods of the verb and the cases of the nouns should all be clear apart from the jussive mood of the verb. The jussive is needed to express a command in the first and third person. This mood is realised in Arabic by rejecting the final vowel and is sometimes called the apocopated imperfect. The subjunctive and jussive moods are only applied to the imperfect verb since perfect verbs are always in the indicative (Wright, 1974).

- **Passive**

The English-Arabic translation of passive voice has attracted much interest from scholars such as Farghal and Al-Shorafat (1996) and Khafaji (1996) who examine the strategies used by students to convert English passives into Arabic.

Further, Khalil (1993) and El-Yasin (1996) believe that passive voice is a problematic area for English-Arabic translators. The difficulty is attributed to the different constructions of voice English and Arabic exhibit. In English passive voice is of two types: agentive and agentless. Khalil (1993:179) bases his study on the evaluation of students' translations of English agentive passive sentences into Arabic and finds that the students tended to provide a "literal translation of the English by-agentive phrase" in Arabic. He attributes this tendency among students to the fact that "the frequent use of Arabic agentive passive sentences in the media and modern literature has created the impression that these constructions are acceptable..." (1993:179).

The passive structures analysed in the corpus were assessed, in the source text and compared to their target text correspondences, for both their syntactic (Saraireh, 1990) and semantic (Farghal and Al-Shorafat, 1996) properties. According to Farghal and Al-Shorafat (1996:104) to achieve the appropriate pragmatic Arabic target text equivalence for English passive structures , the most common translation patterns that were likely to occur are: a) translating the passive structure into nominalization (verb+verbal noun), b) translating the passive structure into adjectival and, c) maintaining the passive structure, d) translating the passive structure into active.

- **Word formation**

Word formation errors involve not only incorrect word formations in Arabic but also include the preference of one derivational form of the word over another. For example, the word "volatile" was translated using the inappropriate form "قلب" instead of the appropriate emphatic form "منقلب".

- **Tense**

Arabic does not have a complex tense system compared to that of English and there was evidence that translators had problems in converging the English tenses to simple forms in Arabic especially when faced with complex structured sentences. The difference in the use of the simple and progressive in both languages might cause problems for the translator. Atawneh (2001:136) believes that the disagreement between English and Arabic on how to mark aspect should be brought to the translators attention to avoid errors. One difference lies in that Arabic uses the same form of the verb to correspond to the English progressive and simple. However, the distinction in meaning between the two can be captured by the use of adverbials.

- **Pronouns**

In general, personal pronouns refer to persons or entities and stand on their own as substitutes for nouns or noun phrases. They show differences in gender, number, and person. Arabic much like English contains three persons, one to describe the speaker, one to describe the person being addressed and one to describe the person that is not present.

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The personal pronouns can be detached words such as "*hwa*" "he", or attached to a word in the form of a clitic (Ryding, 2005). The attached pronouns can be attached to nouns to indicate possession, to verbs as direct object, or attached to prepositions such as *fyh* "in it". However, the number of categories of personal pronouns in Arabic is larger than in English because it includes both masculine and feminine forms of the second and third person, and it also includes the dual pronouns. Arabic has two sets of personal pronouns: independent and suffix pronouns. Independent pronouns appear as separate words and are usually referred to as subject pronouns considering that they function as subject of a verb or equational sentence (Bateson and Ryding, 2003; Holes, 2004; Ryding, 2005). Suffix pronouns function grammatically as possessive pronouns or as objects (object of verb or object of a preposition) and they can be suffixed to verbs, nouns, prepositions, and particles.

4.2.2.1.3 Textual translation errors:

- **Headlines/ titles**

Newspaper headlines are short and multi-functional textual segments strongly influenced by the discourse genre and the journalistic tradition in which they are produced (Andújar Moreno, 2006). Unfortunately, little has been said about their translation, however, in Bell's (1991) model the headline of a text is considered to be part of the first paragraph forming together one unit called the "Abstract". Headlines are particularly powerful not just in indicating what the following text will contain but also, sometimes, in suggesting the kind of argumentation the body of the text will use. It is clear that journalistic writers

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consider that one of the main functions of headlines is to indicate the contents of the article which it introduces. Morely (1998, 2006) notes, that in many cases they often prefer to use puns, metaphor, irony or satire to grasp the readers attention and then leave the summary to the sub-heading or the first paragraph. An example of this is the title of source text (T.92) used in the corpus: **"Dear W, Your Father Knew Best"**.

Although, errors in titles might be considered as light mistakes they usually create a negative communicative effect on the text. As Kussmaul (1995:142) states: "titles are used, among other things, to give an idea of what a text is about. They are prominent utterances, because they refer to very large textual units". Titles are important because readers are usually attracted to read newspaper articles through headlines and titles.

Al-Ghussain (2003) makes a brief observation on the translation of titles based on the student translations she examines in her study. That is when students were faced with difficult titles they would tend avoid translating them by resorting to omission. She interprets this tendency as a reaction to unfamiliar topics that the titles cover which in that case were political texts. However she fails to mention that linguistic complexity of some of the titles might have contributed heavily to the pattern of translation avoidance among her students, which is relatively evident through the examples elicited in her study.

- **Punctuation**

The use of punctuation marks is often violated in Arabic, though it should not be, especially in journalistic texts and written media in general (Al-Jabr, 1985; Holes, 2004).

Baker (1992:192) explains that Arabic, in contrast to English, tends to pack information into 'very large grammatical chunks'.

Sa'adeddin (1987:183) describes the punctuation system of Arabic linguistically overt and that of English as notationally codified, i.e. Arabic tends rely on lexical morphemes such as "*wa* و", "*fa*" for the codified punctuation marks in English.

The errors here involved wrong choices of punctuation marks and omitting them as in the case of inverted commas which are necessary to explicit the meaning specifically when pragmatic ambiguities are involved (Hatim, 1997).

- **Typographical errors**

Typographical errors and misprints that might alter meaning of a word or a text. These errors could have been detected by proofreading the translation. It is believed that many typographical errors diminish the value of the text (Dickins *et al.*, 2002) those which totally obscure the meaning in the translation are considered serious

- **Omissions at the text level**

Omissions examined here are those that involve the deletion of a segment in the size of sentence, clause, paragraph, or even full text.

- **Cohesion**

Cohesion is the network of grammatical and lexical strategies that languages use to hold a text together. Halliday and Hassan (1976) give an authoritative account of cohesion in

English and according to them it refers to the way a text is tied together or has texture. Halliday and Hassan (1976) classify a set of cohesive ties according to two main types: grammatical and lexical. Grammatical cohesion is realized through relations of reference, substitution and ellipsis, while lexical cohesion is embodied by reiteration, repetition of the same item, synonym, near synonym, superordinate and general terms, and collocation which subsumes identical, inclusive, exclusive and unrelated reference. As for Conjunction, it lies on the border between the two types and is examined as a rhetorical feature in this study. In some languages, the choice of cohesive devices might be a stylistic preference. Due to the fact that the grammar of each language differs, so will the cohesive devices and that means that in translation this may cause a shift in explicitness. Some of these cohesive devices are mentioned below:

a) Ellipsis involves the omission of lexical items and is 'a case of leaving something unsaid which is nevertheless understood' (Halliday and Hasan, 1976; Baker, 1992:187). Halliday and Hasan (1976:143) say it is 'substituted by zero' and explain that it is a relation within the text and whenever there is ellipsis 'there is presupposition' usually in the preceding text. Arabic allows ellipsis as well, only when the ellipted item is recoverable from the context. Further, Owens (1988:186) believes that the basic principle of ellipsis in Arabic is that "nothing can be deleted unless there is something which refers to it in the context, and unless there is an awareness of it in its absence".

The majority of the errors found in the corpus under this category were the results of failing to employ this cohesive device properly in the Arabic translation where reference it was required as the cohesive device. The errors were simply due to the literal transfer of English cohesive devices into Arabic.

b) Another cohesive device is reference, and it is said that journalistic texts obtain noticeable reference items and Arabic journalistic texts , compared to narratives and expository texts, rather rely on the use of lexical items to achieve an emphatic effect (Al-Jabr, 1985). Arabic favours pronominal reference to achieve cohesion and trace participants. The central areas of investigation in this study evolved around lexical and grammatical and therefore it should be noted that reference is this study has been touched upon under earlier sections such pronouns and lexical errors.

c) Repetition is another cohesive device, according to Halliday and Hassan lexical cohesion is realized through the manifestation of one of the following: reiteration and collocation which, in turn, subsume other subcategories (for details, cf. Halliday and Hasan, 1976:7). Of these, only lexical repetition of either the same item or its synonym were examined because this subcategory has proven to be a distinct feature of journalistic writings in both English and Arabic, whether Editorials or Commentaries (Al-Jabr, 1985; Abbadi, 2007), in which writers use as an persuasive device to reinstate their opinions. However, repetition in this study does not only include single words, but also complete phrases and clauses. Repetition of the same item or its synonym is considered to be a rhetorical device in Arabic and this tendency is said to be due to the tenor of texts, that is political, and their function (Al-Jabr, 1985). As far as modern journalism goes, both English and Arabic political commentators make use of repetition 'to lend weight to their arguments' (Holes, 2004:337).

d) Conjunctions are defined by Larson (1984:399) as linking words that 'may join together a series of clauses or sentences or paragraphs'. As Larson (1984) and Baker

(1992) explain some languages have many conjunctions, whereas others have a few or perhaps none. The main relations that conjunctions convey are: additive, adversative, casual, temporal, continuatives (cf. Baker 1992). The normal means to of coordinating sentences in Arabic is through the use of conjunctions (Holes, 2004). Further, conjunctions in English encode general, yet deep, semantic relations between clauses or sentences or paragraphs. It is safe to say, that rhetorical devices encode the writers intentions and have an effect on the target text interpretation. So, errors in restoring them clearly in the target text might have serious ramifications on both the content and line of argumentation intended in the original. Holes (1984:234) explains that /wa/ can mark temporal sequence, simultaneous action, semantic contrast, semantic equivalence, amongst other things; /fa/ can be a marker of temporal equivalence, logical consequence, purpose, result or concession'. These two conjunctions are said to be the most frequent conjunctions that are employed in Arabic.

- **Spelling errors**

A note to be made here is that from preliminary observations, many errors were noticed in transliterations of proper nouns into Arabic as in "William McKinley" transliterated in Arabic as "وليام مكانلي". Although this might be considered a spelling error, this is nonetheless an ill-formed transliteration of a proper noun. Considering this reality, the decision has been made to identify unorthodox transliterations of proper nouns in the category of proper nouns. Therefore the errors detected involved distortion of meaning or in some cases were harmless spelling mistakes especially in the translation of proper

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names foe example "John Schwartz" was translated as " جون سشوارتز" instead of " جون شورتز".

- **Paragraphing**

It is believed that the composition of the paragraphs can affect the reception of a text by its readers (Le, 2004:266). In other words, the text function can be perceived differently by the reader according to the composition of the paragraphs. Le (2004) rightly points out that it is important to note that it is precisely the text function that allows translators to choose between one way of translating over another when they transfer the coherence of a text into another language and culture. A paragraph in English, is marked by a topic shift, which is often signaled by topic markers and the same structure is repeated in the larger text, creating a similar relation between the larger chunks, i.e., the paragraphs (Brown and Yule, 1983). In other words, a number of ideas are subordinated to one central idea, which is the topic statement. In contrast Arabic coordinates ideas and therefore does not employ this nuclear structure that highlights the topic rather it relies on parallelism and repetition to highlight the topic and emphasize meanings which are achieved through the use of connectives and elaborate pronominal reference (Kamel, 2000:209). The two languages achieve rhetorical functions through different presentations of ideas and it is the translator is who should be accountable for any errors in the presentation of ideas rather than the languages involved in the translation (Hatim, 1997).

- **Coherence**

Coherence is generally defined as a meaning relationship made explicit through interpretation and further explains that coherence in translation is less easy to analyze than cohesion and that the shifts in coherence are attributed to the fact that translation involves a change of text and change of readership (Blum-Kulka, 2000). Further, in what is described as a successful translation, intratextual coherence is considered as one of the two major criteria, target language texts functions being the other, in determining its success (Vermeer, 1990; Blum-Kulka, 2000).

In this study coherence applies to ideas and not to the form of the words that convey them. The way coherence was assessed, across target readership assessment and translation assessment, in this study is rather general and straightforward, so if the ideas of the translated text do not add up, the segment was considered deficient in coherence.

4.2.2.2 Analysis of translation errors

This study has proposed an empirical analysis of translation errors to locate problematic areas. Therefore a practical approach to do so would require the triangulation of different methods. It is believed that to research the same issue and cross-check one result against another increases the reliability of the results (Hansen, 2005). Therefore, with this study's interest in the integration of different research methodologies for analyzing translation errors it has utilized these methods for the identification of translation errors in the translation corpus.

Initial analysis was done by the author of this study who holds a masters degree in translation and Linguistics and is a certified translator in Jordan and is a member of the

Jordanian Translators' Association (JTA). The researcher has also had nine years of experience in translation. The initial analysis done by the researcher included a comparative textual analysis of the translation corpus and identified translation errors at the lexical, grammatical and textual level.This was complemented with the questionnaire analysis that elicited the translators' own account of translation problems (see section 4.2.1 above).

The evaluation of translation errors, in itself, is an area surrounded by controversy (cf. Waddington, 2001) for it is not an easy task. Al-Mijrab (2005:4) indicates that "the ideal aim is to produce the objective out of the subjective". However he (2005:4) asserts that "the operation inevitably involves personal judgment". Seliger and Shohamy (1989) believe that in studies where a data collection procedure is open to subjectivity at least one more rater is required to carry out an independent evaluation and the data collection procedure is to be considered reliable only when the researcher and the rater reach an agreement based on their evaluations. Further, Seliger and Shohamy (1989:186) explain that " Inter-rater reliability is therefore crucial when there is a need to estimate the extent to which judgments based on the evaluation of one rater will also be arrived at and agreed upon by another rater examining the same data".

Therefore, in an attempt to avoid subjectivity in judgments or overlooking some translation errors, the further following procedures were employed to complement the researcher's analysis of the corpus:

a) Target readership assessment

This type of assessment is similar, in function, to that described by Brunette (2000:173) as the "fresh look" procedure in studies of translation quality assessment. However, the procedure suggested by Brunette (2000:173), is different from that used in this study. The difference lies in who carries out the target readership assessment. According to Brunette's (2000) proposal it is the researcher who plays the role of the first reader in which he/she reads "the target text as an independent text to ensure it complies with current writing standards and the explicit or implicit requirements of the initiator. The person reviewing a text according to this procedure plays the role of the first reader". But in this study it is the Arabic target reader other than the researcher who carries out the assessment of the target text with no access to the source text. The Arabic reader chosen was of course a native speaker of Arabic who is also an academic at Mu'tah University, Jordan, and teaches Arabic stylistics. The reader was briefed about the research and was asked to read the Arabic translations and identify any problems of readability and comprehension and detect grammatical violations to the Arabic writing conventions and was asked to underline what may be considered as erroneous, i.e. perceptible errors, in terms of naturalness and appropriateness (Farghal and Al-Hamly, 2004).Taking his assessment into consideration the researcher incorporated the feedback in the results of the final analysis.

b) Raters assessment

The obtained analysis of translation errors, as shown in table (4.1) below, then required the assessment of two other raters to avoid any imposed subjectivity or bias from the researcher's corpus analysis (Lauscher, 2000). Since, the corpus consisted of the translations of certified translators the assessment advice had to be taken from

experienced raters both in practice and theory. One rater is a University professor teaching translation at the University of Jordan and has been practicing translation for over twenty years. Many of his publications are used as textbooks in teaching translation in undergraduate programs at most Jordanian universities. The other rater is also a professor of translation working at Zarqa University, Jordan. He has been practicing translation for over sixteen years and has translated over twenty five books some of which are on the translation theory.

So, assessments of two experienced English-Arabic translators were carried out in which they were given the summary of translation errors found in the corpus, after incorporating the data obtained from the target readership assessment, and were asked to advise whether they find any errors missing from the list or any that require addition or alteration.

When the two assessments, researcher's assessments and that of the raters, were compared slight differences were recorded (see section 5.1 in chapter five for examples). Upon discussion with the two raters some slight amendments were carried out in terms of changing the listing of some identified errors under other categories or resolving disagreement to the researcher's assessment of some errors. The changes were established based on unanimous agreement between the researcher and the two raters. As a result a final list of translation errors was reached and accounted for all incorrect and inappropriate translation choices made at all three levels of text.

Table 4.3 below is an illustration of how the methods employed contributed to the identification of translation errors and consequently provided a better understanding of

the problems causing them. The example shown below was taken from source text 71 titled "Iraq war is breeding a new generation of professional terrorists, warns CIA report", the full summary of errors identified can be accessed through Appendix D (See CD-ROM attached at the back of the thesis). The errors are highlighted in bold font for illustration purposes in both the source text and the Arabic translation.

Table 4.3 Methods employed in the analysis:

English ST	Arabic TT	Error type	Identified by researcher and raters Yes (√) NO (X)	Identified by Target readership evaluation Yes (√) NO (X)
Iraq war is breeding a new generation of professional terrorists, warns CIA report	حرب العراق تفرّخ جيلاً جديداً من الارهابيين المحترفين	Headline	√	X
warns CIA report	(...)	Omission	√	X
Iraq war is breeding a new generation of professional terrorists, warns CIA report	حرب العراق	Prepositions	√	√
Iraq war is **breeding a new generation** of professional terrorists, warns CIA report	تفرّخ جيلاً جديداً	Collocation	√	√
Iraq war is breeding a new generation of **professional terrorists,** warns CIA report	الارهابيين المحترفين	Literal translation	√	X

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As Table 4.3 above shows, the translation of "Iraq war is breeding a new generation of professional terrorists, warns CIA report" was

"حرب العراق تفرّخ جيلاً جديداً من الارهابيين المحترفين". It is clear that final segment in this headline "…warns CIA report" was deliberately omitted in the translation, and it should be noted that this omission was detected first in the electronic corpus tool during the mapping of source text with target texts as the program gives the symbol "Null" indicating that an omission exists. The omission was also picked up, as seen in the table above, as an error in the comparative analysis carried out by the researcher and was then also confirmed by the raters' assessment. And the fact that there was no correspondence with regard to this error from the target readership assessment was clearly anticipated as the readers had no access to the original text and there was no perceived distortion in meaning to spur speculation. It was further observed that most errors detected by target readership assessment were either unnatural style or lack of comprehension mostly due to either the omission or literal translation of items at the lexical level, poor syntax at the grammatical and lack of cohesion at the textual level.

4.3 Concluding summary

This chapter has provided an outline of the research methodology used in this study.

First, the main research questions of the study were presented. Second, the sources of data were described. The data collection and analysis procedures were described.

To sum up, it presented a detailed description of the methods of analysis carried out and provided the link between the theory and methodology outlined to this point.

In the following chapter, chapter five, the results and findings of the analysis are reported

with illustrations.

CHAPTER FIVE
RESULTS AND FINDINGS

5.1 Introduction

The previous chapter illustrated the overall research design of this study and outlined the analytical framework employed to address the research questions at three levels.

This chapter reports the results of the translation corpus analysis, the identified and classified errors, according to the criteria presented in chapter four. That is, those errors that the translators committed when translating into Arabic the one hundred source texts.

In terms of overall correspondence between the researcher's results of analysis and those of the raters the comparison revealed that the approximate rate of agreement was 87%. However, the 13% discrepancy rate was resolved through reaching a unanimous agreement on the final assessment of the areas surrounded by uncertainty. For example, there were a number of translation errors detected by the present researcher that were not considered by the raters as inappropriate choices at the lexical level but overlaps of textual level errors. One case of discrepancy was evident in interpreting the apparent inconsistency of translating proper names or unraveling of acronyms. For example, a translator had translated the well established proper name (highlighted in bold) in Arabic as ' ..كما أشار رامسفيلد' at the beginning of the translation and then retained the English form in a later section of the text as '**Rumsfield** قد حاول ذلك '. The raters considered this being not only a literal translation error of inappropriate borrowing but also an error of maintaining consistency at the text level. Therefore this was taken into account and analyzed by the researcher as deviations in the lexical cohesive devices at text level. The

same occurred in the category of acronyms where the translator would correctly unravel the acronym 'C.I.A' in one part of the text and then use the English form in the later part. Those types of errors resulting from an inconsistent use of the lexical item seem simple mistakes caused by hastiness or carelessness on behalf of the translator. However, the results revealed that they impeded the target reader's comprehension of the text.

The results of the translation errors found in the corpus which are indicative of translation problems are the following:

1. Lexical errors cover the following categories: synonyms, acronyms, proper nouns, idioms, culture specific terms, political terms, collocation, literal translation, compounds, omission, and addition.

2. Grammatical errors cover the following categories: number and gender agreement, passive, word order, tense, pronouns, prepositions, articles, and word formation.

3. Textual errors cover the following categories: headlines, cohesion, punctuation, coherence, typographical mistakes, paragraphing, spelling mistakes and omissions.

The results reveal that the total number of errors found in the corpus, on the lexical, grammatical and textual level, was 23, 627 errors. As figure 5.1, shows the majority of errors were lexical (13, 146) followed by grammatical errors (6, 574) and finally textual (3, 917) errors.
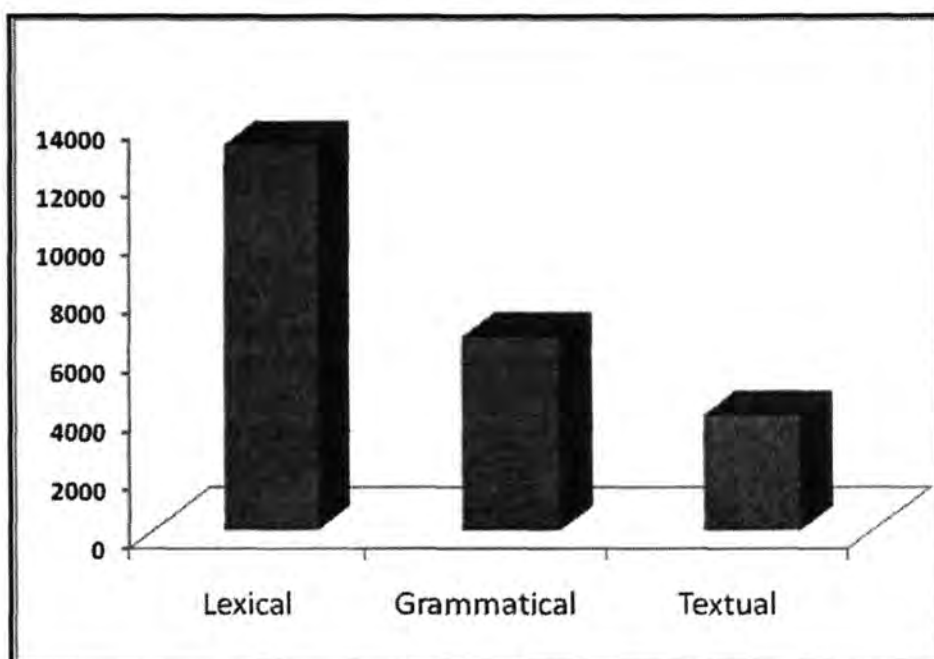
Figure 5.1: Distribution of translation errors

The detailed distribution of the total number of errors found at the lexical, grammatical and textual level is presented in raw numbers in table 5.1 below.

Table 5.1 Distribution of total number of errors at three levels:

	Translation Errors	Total in Raw numbers
Lexical errors	Literal translation	2720
	Synonyms	2179
	Omissions	2123
	Compounds	1300
	Collocations	1139
	Proper nouns	954
	Addition	912
	Political terms	765
	Idioms	624
	Acronym	365
	Culture specific	65
Grammatical errors	Word order	1365
	Articles (definite/indefinite)	934
	Agreement	879
	Prepositions	830
	Case ending	753
	Passive	620
	Word formation	557
	Tense	426
	Pronouns	210
Text level errors	Punctuation	1284
	Typographical errors	833
	Omission	643
	Cohesion	378
	Spelling	321
	Paragraphing	278
	Coherence	112
	Headlines/Titles	68

The distribution of translation errors presented in Table 5.1 above is not intended to invite comparisons between the categories of errors, and in fact, such an attempt would be meaningless in this study since the frequency of occurrence of these categories in the source texts is comparable. It is intended to show the number of errors found, 23, 627 errors, in the analysis and the proportion of errors committed at the three levels of

analysis. It is not intended as a comparison of the errors produced at each level. The numbers and the percentages (see pie chart below) are simply intended to show where the errors come from and what proportion they make up for the total numbers.
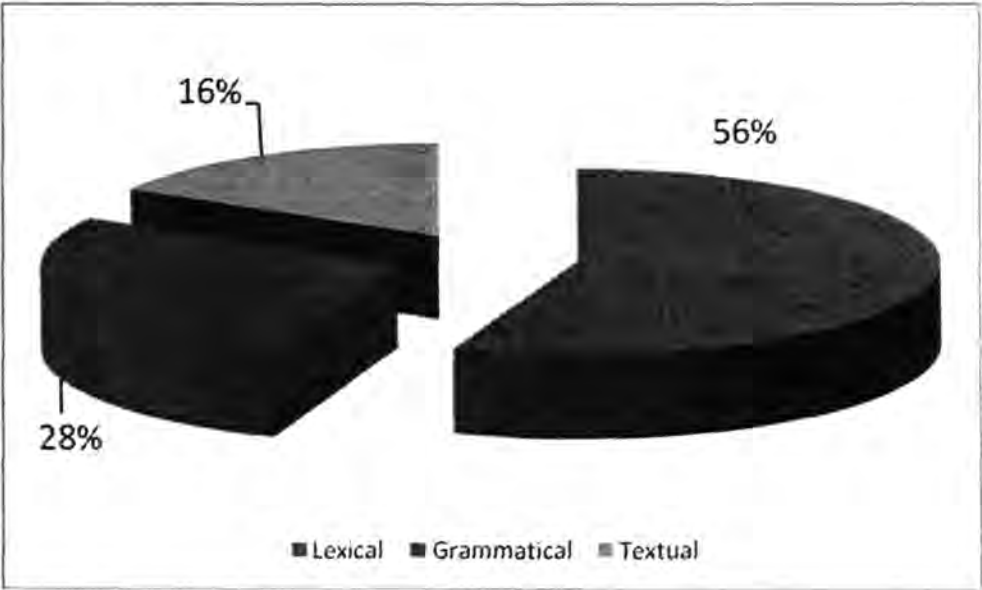
Figure 5.2: Overall percentages of translation errors

Figure 5.2 shows that lexical errors were the most dominant (56%), grammatical errors (28%) are the second most dominant types of errors followed by textual errors (16%). This shows that some lexical and grammatical areas are problematic areas which the translators need to make a lot of improvement. In the following section types of translation errors are provided with a list of examples, in which at least one representative example is discussed and a list of others are provided in the form of tables. In each subheading one type or sub-type of translation error, is presented and the total number and the percentage of translation errors made by professional translators in the corpus is

provided. The correct or suggested translations provided are those suggested by the researcher and agreed upon by the two translation raters.

5.2 Errors at the lexical level

The results reveal, as shown in figures 5.3 and 5.4 below, that the highest ranking error among lexical errors was literal translation (20.7%) followed by synonyms (16.6%) and omission (16.1%), compounds (9.9%), collocations (8.7%), proper nouns (7.3%), addition (6.9%), political terms (5.8%), idioms (4.7%), acronyms (2.8%) and finally by culture specific terms (0.5%).
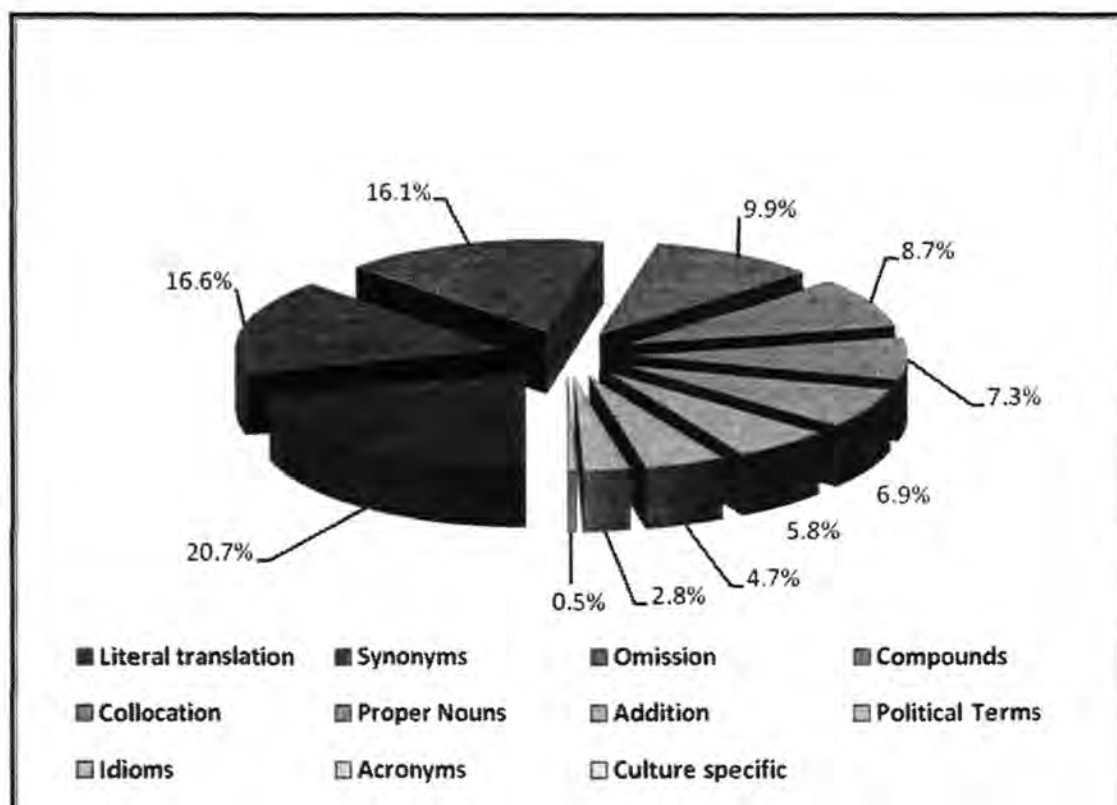
Figure 5.3: Percentages of translation errors at the lexical level
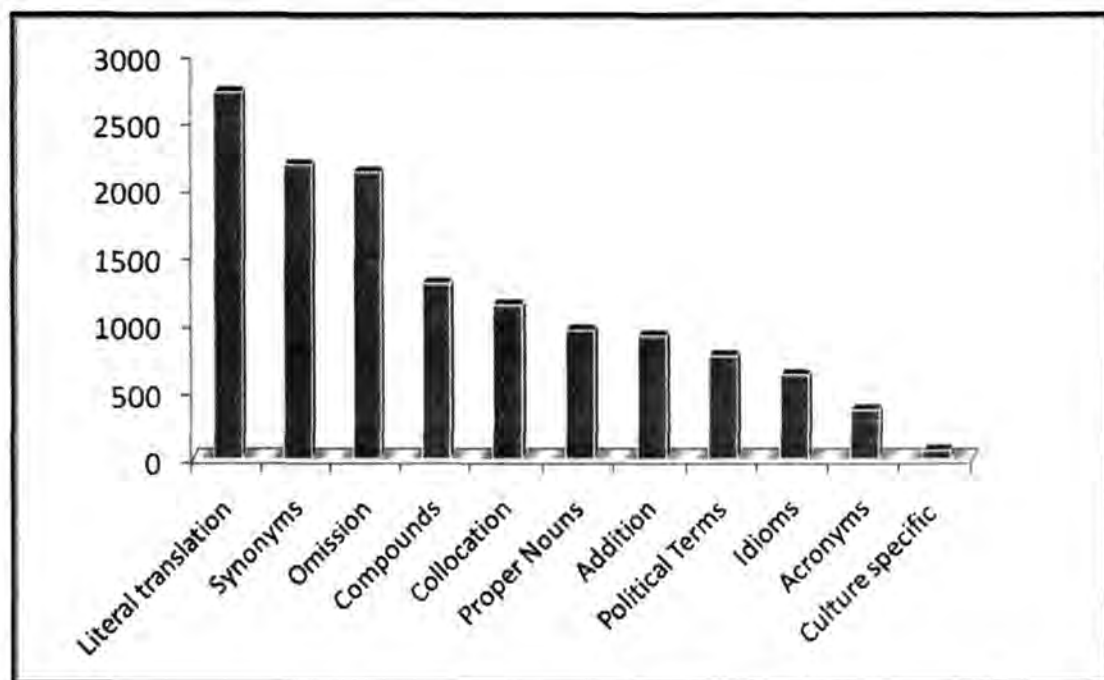
Figure 5.4: Distribution of lexical errors

5.2.1 Literal translation

Literal translation results in the production of unnatural target language equivalents. This category includes errors where the Arabic lexical choice is a literal equivalent for an English word or an expression, but does not convey the meaning intended in Arabic. The majority of the 2,720 literal translation errors were the result of literal and loan translation. Below is an example of incorrect literal translation:

Source text:

> Rice jets out to **mend shaky fences** (T.38)
> George Bush's Secretary of State faces the first major test of her diplomatic skills.

Arabic translation:

<div dir="rtl">

تواجه سكرتيرة الرئيس جورج بوش أول اختبار لمهاراتها الدبلوماسية.

</div>

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Suggested translation:

كوندوليزا رايس وزيرة الخارجية الأمريكية....

As can be seen in the above example the sentence is unnatural because the translator

chose to translate 'mend shaky fences' literally as لتصلح الأسيجة المتزعزعة 'fix the shaky

fences'. One possible option to translate this sentence is to retain the metaphoric meaning

by either paraphrasing the phrase into Arabic and retaining the phrase 'mend shaky

fences' as the translated version, but should be put in inverted commas, so that the

readers can understand the metaphoric use. The other possibility would be to replace the

phrase 'mend shaky fences' with a common Arabic equivalent 'إعادة بناء حقل العلاقات الدولية'

which literally means 'rebuilding the field of international relations' that captures the

same source text metaphoric use. Below is another example where in this case literal

translation resulted in distortion in the meaning.

Source text:

> .... A triumph for the President's policies, which would **ignite the flame of freedom** throughout the Middle East (T.49)

النصر و الوصول إاى الرئاسه السياسيه التي تحرق علم الحريه في الشرق الاوسط.

The literal translation of "ignite the flame of freedom" caused severe distortion to the

intended meaning in this sentence. So, the exact back translation of the Arabic translation

would be "victory and gaining political presidency that would burn the flag of freedom in Middle East".

Further, journalistic style is well known to be wealthy in phrases that convey irony and once the intended irony is not captured in the translation, the ironic phrases usually end up literally translated in the Target text. The example below shows how the military phrase "Mission Accomplished" was translated literally in Arabic depriving the target text from the ironic reference it captures.

Source text:

> … confronted by ginned-up intelligence to justify war, by 652 American deaths since presidential operatives declared "Mission Accomplished", Republican leaders have yet to suggest that George W. Bush be held responsible (T.37)

Arabic translation:

<div dir="rtl">

.....وأن تُبرر الحرب بواسطة 652 أمريكي قَتلوا منذ أن أعلنت غرفة عمليات الرئاسة **أن المهمة قد أنجزت** يدعي قادة الجمهوريين أن بوش مسئول عن الكارثة في العراق.....

</div>

As can be seen the sentence was translated literally as 'the presidential operatives declared that **the mission was accomplished** أن المهمة قد أنجزت ' resulting in a non ironic effect in the translation. Capturing the irony through explicit use of Arabic rhetorical devices would have solved the problem of handling the phrase or expression (Chakhachiro, 1997). The suggested translation would be غرفة عمليات راية "تمَّ انجاز المهمة" ...since the presidential operative raised the banner "Mission Accomplished" …'as "Mission Accomplished" contextually refers to the banner held by president Bush's operation centre after they declared the war in Iraq was over. Below is a

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list of more examples that showcase a variety of literal translation errors found across the corpus:

English Source Text	Arabic translation	Suggested translation
that the election, if it happens at all; will be anything more than a **sham** (T.29)	الادارة التي تعتقد بأن الأنتخاب اذا حدث سيكون أي شيئ أكثر من الكذب	الانتخابات العامة، حتى وإن عقدت،فإنها لن تكون أكثر من إجراء شكلي
James Baker, George Shultz and Warren Christopher, have **trodden the tortuous paths of Middle East negotiations** (T.34)	جيمس بيكر، جورج شولتر و وارين كريستوفر، اخذوا خطوات في طرق متعرجة في تفاوضات الشرق الأوسط	جيمس بيكر، جورج شولتر و وارين كريستوفر، طرقوا هذا المسار المضني من مفاوضات الشرق الأوسط
...a small job could support his core family (T.64)	كان بامكان شخص ذي عمل بسيط ان يعيل عائلته القريبة	كان بامكان شخص ذو عمل بسيط ان يعيل أسرته

5.2.2 Synonyms

The results revealed that the total number of errors involved in the use of incorrect synonyms is 2,179. These errors occurred when the translator was faced with choosing one among many synonyms of similar meaning and ended up by employing the incorrect or inappropriate one. The example below is a representative example that shows that the word "stretch" was translated using the incorrect synonym:

Source text:

Foreign Crises **Stretch** U.S. (T.8)

Incorrect synonym:

الأزمات الخارجية **تؤرق** الولايات المتحدة

Suggested synonym:

الأزمات الخارجية **تشغل** الولايات المتحدة

Further, the table below lists further errors in the usage of synonyms found in the corpus:

English Source Text	Arabic Translation using the inappropriate synonym	Suggested Arabic synonym
The **Debates** and the Big Lie (T.33)	النقاش والكذب الكبير	المناظرات السياسية... و الكذبة الكبيرة
creating **legions** of insurgents and terrorists. (T.33)	يخلق **جحافل** المتردين والارهاب	يخلق **جيوش** من المتردين والارهاب
suspicious bombings (T.12)	تفجيرات **مشبوهة**	تفجيرات **مثيرة للشك**
Democratic **registrations** (T.32)	**قيود** الحزب الديمقراطي	**تسجيلات** الحزب الديمقراطي
...**top** American Diplomats (T.93)	**قمة** الدبلوماسيين الأميركيين	**كبار** الدبلوماسيين الأميركيين
whether by **dusting off** the road map or in another form	جدد التدخل الأمريكي أما **بإزالة** الغبار عن خارطة الطريق	جدد التدخل الأمريكي أما **بنفض** الغبار عن خارطة الطريق
for future administrations (T.19)	تركها للأدارات **المستقبلية**	تركها للأدارات **القادمة**
...and it now **embraces** almost the entire Sunni community (T.83)	**تطوق** المجتمع السني برمته	**تشمل** المجتمع السني برمته

5.2.3 Omissions

The results indicate that the total number of incorrect omissions among all the categories listed above at the lexical level was 2,123. Below is a representative example of an unjustified omission of "the scathing volleys" from the sentence:

Source text:

> And rarely have those crises been so central to an election, evident **in the scathing volleys** between President Bush and Sen. John F. Kerry. (T.8)

Arabic translation:

> ونادرا ايضا ما نجد هذه الأزمات مؤثرة بالانتخابات كالتي (...) بين الرئيس بوش والسيناتور...

Suggested translation:

> (و هو ما يظهر بالتراشق الحاد)

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Further examples on omission that occurred in the corpus are given in the table below.

The word or phrase affected by omission is highlighted in bold font and the following

symbol "(...)" was used to refer the reader to where the omission took place in the

translation.

English Source Text	Arabic translation eliciting where the omission occurred	Correct Translation
his **desperate** parents	والداه (...)	والداه اليائسان
In the first presidential debate George W. Bush **asserted** that he'll win reelection (T.26)	في النقاش الرئاسي الأول, (...) جورج بوش أنه سيفوز بالإنتخابات	في أول مناظرة رئاسية **أكد** جورج بوش أنه سيفوز وسيعاد انتخابه
would take orders from Iran's radical Shiite **ayatollahs** (T.83)	سيأخذان أوامرهما من الشيعة الراديكاليين(...) في إيران.	سيأخذان أوامرهما من علماء الشيعة الراديكاليين التابعين **للخميني** في إيران
One man, one vote- one time (T.19)	(...) صوت واحد لمرة واحدة	**رجل واحد**، صوت واحد لعهد واحد
More important, **do** they have the **prerequisites for sustaining** democratic government? (T.19)	وأكثر أهمية (...) لديهم (...) شروط الحكومة الديمقراطية	والسؤال الأكثر أهمية هو،**هل** لديهم **متطلبات الحفاظ** على حكومةٍ ديمقراطية

5.2.4 Compounds

Compounds appear to have caused problems for translators resulting in one of the major

reoccurring lexical errors among this category accounting for a total of 1,300 errors.

The two examples below are illustrative examples in which the problematic compounds

are outlined in bold font:

Example 1:

Source text:

> Mr. Bush will be left with the support of regimes that don't worry about the
> legalities - regimes like **Vladimir Putin's Russia**. (T.29)

Arabic translation:

<div dir="rtl">

السيد بوش سيترك دعم الانظمة التي لاتكترث بالشرعية مثل **بلادمير بوتن الروسية.**

</div>

Suggested translation:

<div dir="rtl">

السيد بوش سيترك دعم الانظمة التي لاتكترث بالشرعية مثل نظام **بلادمير بوتن في روسيا**

</div>

Example 2:

Source text:

> Mr. Bush gets a second term, we will soon have no democracies left among our allies - no, not even **Tony Blair's Britain**. (T.29)

Arabic translation:

<div dir="rtl">

ولاحتى عند توني بلير(...)

</div>

Suggested translation:

<div dir="rtl">

ولاحتى بريطانيا متمثلة بتوني بلير

</div>

Below are further examples of errors in the translation of compounds:

English source text	Arabic translation	Suggested translation
core issues (T.34)	جوهرة القضية	قضايا جوهرية
What's **mind-boggling**	ما يحير الإنسان ويجعلة متردداً	ما يحير المرء
I have a persistent **mental image** of US foreign policy (T.18)	لدي صورة متلازمة في عقلي للسياسة الأمريكية	أنني أحمل صورة **ذهنية** دائمة
....**biosafety** protocol (T.18)	بروتوكول الأمان البيولوجي	بروتوكول **السلامة العامة**
Iran's nuclear program (T.21)	البرنامج النووي الإيراني	برنامج إيران النووي
....a **referendum** on the man's record (T.31)	هو استطلاع على سجل الرجل	هو استفتاء على سجل الرجل
....of making the Iraqi government more representative in time for	إعداد الحكومة العراقية للتسليم في الثلاثين من حزيران	إعداد الحكومة العراقية **التي** ستستلم السيادة في الثلاثين من حزيران

the June 30 **hand-over** (T.89)		
....gains toward **statehood** (T.63)	ومكاسب نحو الولاية	ومكاسب نحو الدولة

5.2.5 Collocation

Collocational errors are set to occur when the meaning relation between individual lexical items and those that habitually co-occur with them in Arabic is broken. The results reveal that the total number of errors involving the translation of collocations is 1,139. Some of the unacceptable collocations outcomes were: mistranslations, omissions, literal translation. The translation errors in this section cover lexical collocations.

The following table provides examples of collocations that have been mistranslated in Arabic.

English source text:	Inappropriate Arabic translation	Suggested translation
Took its tool on Iraqi people		ترك بصماته على
....the electorate will reject his **imperfect leadership** (T.31)	الناخب سوف يرفض قيادته المنقوصة	الناخب سوف يرفض قيادته الحافلة بالعيوب
the **excessive concentrations** of wealth and power (T.31)	التمركز المكثف للثروة والسلطة	التركيز المكثف للثروة والسلطة
that the U.S. will be permanently traumatized **by messing with Islam** (T.40)	فهذا يكون هو ثمن الحاق الاذى بالولايات المتحدة الأمريكية لتورط مع الإسلام والمسلمين.	فهذا يكون هو ثمن الحاق الاذى بالولايات المتحدة الأمريكية عقابا لها على التعرض للإسلام.
United States needs to initiate a comprehensive **diplomatic maneuver** (T.21)	على الولايات المتحدة أن تبدأ بمناورات دبلوماسية	على الولايات المتحدة أن تبادر بمسعى دبلوماسي
....the **bargaining table** (T.21)	ماندة المفاوضات	طاولة المفاوضات
A **senior** American **official**	مسؤول أميركي كبير	مسؤول أميركي رفيع

5.2.6 Proper nouns:

The results revealed that there were 954 errors in the corpus involving the translation of proper nouns. The majority of errors were the result of incorrect direct borrowing as in "this is what he concludes from a story that was published in the New York Times" in which it was translated as "NEW YORK TIMES وهذا ما تم استنتاجه من قصة نشرت في" Below is an example where the transliteration of "**Pachachi**" in Arabic led to distortion. The translator failed to transliterate the name properly and therefore ended up referring to "Bush"

Source text:

> Therefore, an increasing number of top Sunni political figures, including some who are very moderate and pro-American (such as former Interim **President Pachachi**) have decided there is no choice: The elections should be postponed. (T.13)

Arabic translation:

لذا فان عدد متزايد من الشخصيات السياسية السنية الكبيرة ومن ضمن المعتدلون والموالين لأمريكا (مثل الرئيس **السابق المؤقت بوش**) قرروا ليس هناك اختيار بتأجيل الانتخابات.

Suggested translation:

لذا فان عدد متزايد من الشخصيات السياسية السنية الكبيرة ومن ضمن المعتدلون والموالين لأمريكا (مثل الرئيس **المؤقت السابق بشاشي**) قرروا ليس هناك اختيار بتأجيل الانتخابات.

The table below presents a selection of more translation errors found in the corpus when handling proper nouns:

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Proper noun	Translation error	Correct proper noun
How many **Bush** Administration officials does it take to replace a light bulb? (T.49)	كم تحتاج ادارة حكومة BUSH لإخماد الحرية أو الوعي فينا ؟	بوش
Rice jets out to mend shaky fences... (T.38)	تنطلق RICE لتصلح الأسيجة المتزعزعة...	رايس
Al Qadaa, in Iraq... (T.30)	ال Qadaa في العراق...	القاعدة
Mr. **Goss** has already confirmed... (T.30)	أكد السيد Goss مخاوف أولئك...	غوس
according to **Milbank Quarterly** (T.3)	حسب كما جاء في Quartely Milbank	مجلة ملبانك الربع سنويه
Spanish Prime Minister **Jose Luis Rodriguez Zapatero** stunned Washington (T.5)	ولقد صعق رئيس الوزراء الاسباني **Jose Luis Rodriguez Zapatero**	جوس لوي رودريك زباتيرو
His thinking is in line with his wife **Cherie's**... (T.22)	كان تفكيره مع زوجته (كيرس) والتي أشارت	شيري
Sen. **John F. Kerry** (D-Mass.) (T.8)	والسيناتور Sen. **John F. Kerry** (D-Mass.)	جون ف كيري

5.2.7 Additions:

Errors of addition accounted for 912 errors out of the total number of errors committed at the lexical level. They were of two types: alternative translations for a lexical item and addition of new information.

Below are two examples where the translator provided alternatives translations for a lexical item:

Source text:

...which had nothing to do with the terrorist **attack** (T.92)

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Arabic translation

لا علاقة لها بالحرب (**مهاجمة**) الإرهاب

Source text:

> Wars such as those which have occurred in Iraq only allow **hatred**, violence and terror (T.29)

Arabic translation

تسمح فقط بإثارة **الحقد** (**الكراهية**) والعنف والإرهاب

In the two examples above the translator provided alternative translations in guessing the meanings of "attack" and "hatred". In the attempt to translate "terrorist attack" in Arabic the translator gave two translations by placing the second one, usually another synonym, between brackets literally as "war (attack) on terror" and "allow malice (hatred).

As mentioned above some errors reported, although not as many as those reported for giving alternatives, where unjustified additions of information that the translator imposed on the text possibly to express opinion. This means that the translators violated the rule of faithfulness to the original by adding their own ideas and have chosen to do what scholars label as taking the role of managing the situation (cf. Farghal, 1993; Shunnaq, 1998). For example, it is clear that there is additional information added to the translated sentence below, for an illustrative purpose, the information added to the original text by the translator is highlighted in bold font and is put between brackets.

Source text

From day one of the American occupation, radicals both secular/nationalist and
(even) Islamist had two strategic choices **(in the art of War)**. (T.40)

Arabic translation:

منذ اليوم الاول من الإحتلال الأمريكي، والمتطرفين سواء أكانوا مدنيين أو قوميين **حتى** المسلمين يكون لديهم
خياران في استراتيجية **فن الحرب.**

Obliviously, the translator has added information that did not exist in the original and by
doing that he has a different meaning to the text from that intended by the original author.
This is unacceptable and violates the requisite of faithfulness to the original. This also
shows that the translator working at the intertextual level was managing the content of the
message where he should have remained objective. In the example below the translator
has attempted to reinstate the writer's point of view by adding non-existing emphasis to
the translation. The attempted addition is shown below the source text between brackets
and highlighted in bold font.

Source text:

The Sunni insurgency will keep destabilizing the country. Iraq will drift toward
civil war. The Sunni insurgency will keep destabilizing the country **(if this
insurgency is not stopped now)**. (T.69)

Arabic translation

فالتمرد السني سوف يواصل زعزعة البلاد وسوف ينزلق العراق الى حرب اهلية اذا لم **يوقف التمرد الان.**

It is clear that the addition of the conditional sentence is unjustified and therefore is considered an error of addition. It should be mentioned that there were a few cases of adding stress to the sentence due to lexical repetition which can be interpreted as simply literal translation. One example of this is in the translation of the sentence "regional companies are overly dependent upon bank debt" in which the translator repeated the phrase "dependent on" in the translation "ان **اعتماد** الشركات المحلية **معتمدة** على القروض البنكية". Though the cases discussed above of translator intervention are worth pointing out, this current study did not analyse the intertextual properties of the texts as this required a more exhaustive investigation and so was out of the scope of this study.

Further examples of errors of addition at the lexical level are presented in the table below:

English source text	Arabic Translation	Suggested Translation
the **last** few months (T.22)	الأشهر **القليلة** الماضية **الأخيرة**	الأشهر **القليلة** الماضية
Call me partisan (T.32)	**اسميني (اوأ دعوني)** حزبيا	اتهموني بالحزبية
A lot could go wrong with Iraq's **elections on** Jan. 30. (T.83)	قد يحدث الكثير لتعكير الانتخابات العراقية **المزعوم** عقدها في الثلاثين من كانون الثاني	قد تحدث أمور كثيرة تؤدي إلى تعكير الانتخابات العراقية **حين حدوثها** في الثلاثين من كانون الثاني
...leaves **plenty of room** to believe... (T.27)	ليترك لنا الكثير من **المجالات** أو الفرص للاعتقاد	يترك مجالا واسعا للاعتقاد...

5.2.8 Political terms:

The one hundred texts taken from newspapers did not include extremely difficult or peculiar technical terms. However, many have proved difficult, by looking at the results

of the questionnaire, and the 765 errors found in the translations. It seems that when unfamiliar technical terms were not found in the bilingual dictionary they led to the faulty analysis of the meaning provided by the translator and seem to have caused problems which resulted in giving the wrong meaning. For example, the term "Vietnamization" is not included in the dictionary so the translator wrongfully decided to abandon it in the translation as can be seen below:

Source text:

> This strategy, known as **"Vietnamization"** in 1968, was the campaign slogan of Richard Nixon--denounced by the antiwar movement, John Kerry among them, when it proved to be a colossal failure. (T.50)

Arabic translation:

وقد كانت هذه الاستراتيجية المعروفة في عام 1968 شعار حملة ريشارد نيكسون..

Suggested translation

وقد كانت هذه الاستراتيجية المعروفة «بالقتنمة» في عام 1968 شعار حملة ريشارد نيكسون..

Although some of the English political idioms and phrases were established in Arabic whether through literal loan translation, "claques", or through transferring the metaphorical extended meaning of the English phrase in the Arabic equivalent (Holes, 2004: 316), translators seemed to end up with the transliteration of the dictionary meaning or incorrect literal translation of the term. Below is an example that exemplifies the incorrect use of loan translation of supposedly, familiar political term:

Source text:

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The Pentagon brass expected a "cakewalk" and, instead, they've found themselves mired in a **guerilla war**. (T.12)

Arabic translation:

وقد توقع كبار ضباط البنتاغون توقعوا أن تكون الأمور نزهة ولكنهم وجدوا أنفسهم متورطين في **حرب بشعة (غوريلا)**.

Suggested translation:

وقد توقع كبار ضباط البنتاغون تكون الأمور بالنسبة لهم نزهة ولكنهم وجدوا أنفسهم متورطين في **حرب عصابات**.

In the above example the translator struggled in translating the political term "guerilla war" and ended up with a word-for –word translation, i.e. literally as "gruesome war (Guerilla)", which makes no sense in Arabic. The established equivalent in Arabic is, "small war حرب العصابات".

The following table also lists a number of examples found in the corpus where a political term was mistranslated because the translator was unfamiliar with the English political term, whether word, phrase, or sentence, and therefore failed to carry over the appropriate meaning in the Arabic translation.

English Political term	Arabic incorrect translation	Suggested translation
use of **dummy registration** groups (T.32)	استخدام مجموعات تسجيل دميات	استخدام مجموعات تسجيلات مزورة
The right stumbled on a gambit in 2000 (T.32)	وتعثر الصحيح – في مناورة عام 2000	اليمين
"clash of civilizations" (T.40)	ما يسمى "الصدمة الحضرية"	"صراع الخصارات"
Coalition of the Willing (T.41)	ائتلاف المتطوعين	تحالف الراغبين
fiscal policies (T.43)	السياسات النقديه	السياسات الماليه
Back-channel talks	المحادثات التي كانت تجري عبر	المحادثات التي كانت تجري من

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| periodically resume (T.27) | القنوات الخلفية | وراء الكواليس |

5.2.9 Idioms

An idiom, as discussed in chapter three (p.63), is simply defined as an expression whose meaning cannot be derived from the combined meanings of its individual elements.

The results touched upon the strategies usually employed by Arab translators when translating English idioms. The results revealed that the 624 errors occurred in the translation of idiomatic expressions. The overall analysis reveals two important observations: 1) the most common strategy applied is literal translation, followed omission, and finally paraphrasing, 2) a disproportionately large number of the translations are literal and, therefore, sound "foreign" or are deemed void of sense to the Arab reader. Primarily from a translational perspective the right order of strategies employed in the translation of idioms should be paraphrasing, followed closely by literal translations and semantic equivalence, with omission, compensation and other strategies being of significantly less importance (Newmark and Kinsella, 1978; Newmark, 1982; Al-Kenai, 1985; Newmark, 1995). For example, the idiom "pulled the plug on the policy" was literally translated as "سحب الفيش على السياسة" making no sense in Arabic whereas the error could have been avoided by paraphrasing it as "الغاء السياسة". Below are further examples that showcase mistranslations of idioms:

English Idiom	Arabic translation	Suggested translation
to drive a wedge between	لزرع الصدع بين واشنطن وحلفاءها	لزرع الخلاف بين واشنطن وحلفاءها

Washington and its European allies (T.5)	الاوروبيون	الاوروبيون
What they call evidence of **Democracy on the march** (T.29)	ما يدعون بانه الدليل على الديمقراطية	ما يدعون بانه الدليل على مضى ما يسمونه" الديمقراطية في الطريق"
A razor-thin race virtually invites it. (T.32)	سباق انتخابي قريب جدا	سباق انتخابي متقارب يستدعي هذا
Mr. Powell's departure, although not immediate, **may hinder attempts to inject momentum into the peace process.** (T.34)	مغادرة السيد باول، مع انه غير فوري، **سوف تعوق المحاولات** لتعزيز القوة الدافعة إلى عملية السلام	رحيل باول، و إن لم يكن فوريا، سوف تعوق المحاولات الدافعة الى زيادة الزخم في العملية السلميه.
Or to permit the full committee to interview the top officials in his administration, **from himself on down.** (T.10)	أو السماح لكامل اللجنة بمقابلة المسنولين المهمين في إدارته **خوفا على نفسه.**	أو السماح للجنة بكامل أعضائها بمقابلة كبار المسؤولين في حكومته، بدءا به وانتهاء باصغر مسؤوليه.

5.2.10 Acronyms

The results reveal that the total number of errors committed in the translation of acronyms were 365. When translators are faced with an unfamiliar acronym they are likely to search a dictionary and resort to context to figure out the meaning. However, there were some cases where acronyms were incorrectly transferred in the translation even though there were references to what the acronym stands for in a previous section. In the example below the acronym "GAO" standing for "Government Accountability Office" was borrowed in the translation with no reference to what it stands for. It should be noted that the full phrase was used in an earlier paragraph but two paragraphs later the writer chose to employ the acronym instead, which is logical. However the translator failed to track the reference and therefore resorted to loan translation which added vagueness to the meaning of the target text as the reader has no access to the original text to figure out the reference. Interestingly though, the translator appeared to provide a mistranslation of this technical term when it first appeared. The translator literally

translated it as: "the ministry of finance in the US government وزارة المالية في الحكومة"

الامريكية distorting the role of this organization, being an auditing and accounting agency

which aids congress and other government bodies in the USA.

Source text:

Paragraph 1: This week the US Government Accountability Office issued a report that found……

Paragraph 2: The report said the State Department claimed last month that 82,000 police officers and 60,000 soldiers have been trained and equipped.

Paragraph 3: But the GAO concluded that "US government agencies do not report reliable data (T.4).

Arabic translation

هذا الاسبوع قامت وزارة المالية في الحكومة الامريكية باصدار تقرير

ولكن استنتجت GAO بان "وكالات الحكومة الامريكية لا تنشر معلومات موثقة".

Suggested translation:

مكتب محاسبة الحكومية الدبلوماسية العامة الأمريكية

The corpus also obtained acronyms that are commonly used in Arabic, especially those

that refer to organization of the United Nations. An example of a, supposedly, familiar

acronym being mistranslated is the acronym NATO, which stands for "North Atlantic

Treaty Organization", the well established equivalent being "منظمة معاهدة شمال الأطلسي "

was translated with the direct borrowing of the English acronym in the Arabic translation

(see table below).

In practice however, the use of acronyms is not free from inconsistencies or fluctuations

of various kinds (Gonzalez, 1991). For example, in Arabic the acronym "CIA" is

translated in many cases, especially in journalism by transliterating the letters in Arabic

as "السي أي إيه" which is frequently used and is familiar to the reader and in some cases it is spelled out with its well established equivalent "Central Intelligence Agency وكالة الاستخبارات المركزية", but there are cases where the two are used together to introduce the abbreviated version in Arabic in its first occurrence in order to drop it latter. Being a well established acronym, in this case, it would make it odd to borrow the acronym in Arabic as recorded in the corpus and can be interpreted as mere negligence on the translators' part or there is still a slight chance that it could reflect their lack of knowledge.

Further translation errors in handling Acronyms are shown in the table below:

Acronym	Incorrect Translation	Acronym unraveled with suggested equivalent in Arabic
History lesson: **GOP** must stop Bush	درس من التاريخ: POG يجب أن توقف Bush	"Grand Old Party" a logo given to the Republican party in the United states of America. 'الحزب الجمهوري'
later a factor in Turkey's joining **NATO**. (T.60)	وهو ما اصبح فيما بعد عاملا لانضمام تركيا الى NATO	North Atlantic Treaty Organization وهو ما اصبح فيما بعد عاملا لانضمام تركيا الى الناتو
The Free Trade of Americas plan, which will act like **NAFTA**	خطة التجاره الامريكيه الحرة الخاصه بالرئيس جورج بوش ولاتي ستقوم بأعمالها مثل نافتا NAFTA	North American Free Trade Agreement اتفاقية أمريكا الشمالية للتجارة الحرة "نافتا"
We should join forces with those **NGOs** which are already demanding that the UN	يتوجب علينا ان نتضافر مع الـNGOs التي تطالب بقيام الامم المتحدة	non-government organizations يتوجب علينا ان نتضافر مع **المنظمات غير الحكومية** التي تطالب بقيام الامم المتحدة

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5.2.11 Culture-specific lexical errors

Lexical items in this category are culturally restricted in terms of meaning, in that either there is no Arabic word equivalent for the term, or the translation equivalence into Arabic would not convey the cultural meaning that the original word communicates.

The inaccurate renditions of a lexical item can produce the wrong version in the target text, but may not necessarily harm the original message. The translation errors found under this category, which accounted for 65 errors, were serious in that they have dramatically changed the intended meaning of the source text and have impeded the reader's comprehension. However, the errors under this category not only distort the meaning of the source text but may produce a completely different version from what the author means in the source text and cause severe misunderstanding. Metaphoric use of lexical items, is also considered often as culturally specific (Snell-Hornby, 1995:58). In practice when translators are faced with a metaphor they struggle in deciding how to translate it, i.e. whether to capture it metaphorically in the target text, if possible, or to resort to explicating its connotative meaning through the use of non-figurative language. In the corpus, unacceptable translations of metaphors were mostly found to be translated literally which in turn had an effect on the understanding of the target text. In this case words of direct borrowings also come to use to fill this cultural gap in meaning created by the linguistic and/or cultural differences.

Below are examples from the corpus:

English Source Text	Explanation of the culture specific item	Incorrect Translation as found in Corpus	Suggested Translation
The Kurdish **Peshmerga** was utilized in Mosul	It is the term used by <u>Kurds</u> to refer to armed Kurdish fighters which literally means "those who face death"	وقد تم استخدام الباشميرغا الكردية في الموصل	وقد تم استخدام استغلال قوات مواجهة الموت(الباشميرغا) الكردية في الموصل
Yom Kippur War (T.27)	It refers to 1973 Arab-Israeli October War which began on the Jewish holiday of the Day of Atonement.	حرب الغفران	حرب يوم الغفران
This would institutionalize a **Kafkaesque system**	Characterized by surreal distortion and a sense of impending danger suggestive of Franz Kafka's writings especially having a nightmarishly complex, bizarre, or illogical quality.	(......)	هذا يؤسس لنظام كافكاس الظالم

5.3 Errors at the grammatical level

In the corpus there were a total of 6,574 grammatical errors which represent 27% of the overall errors. This is predictable, as the sentences in every text show a relatively complicated topic-comment structure in the source text, and therefore may challenge the translators in their management of phrase, clause and sentence structures. The translation deviations were assessed according to the following criteria (Al-Kenai, 1985; Farghal and

Al-Shorafat, 1996; Waddington, 2001; Al Ghussain, 2003; Deeb, 2005): 1) Misuse, 2)

Omission, 3) addition, 4) inappropriate choice, and 6) misplacement. Figures 5.5 and 5.6,

below show distributions and percentages of different types of translation errors found at
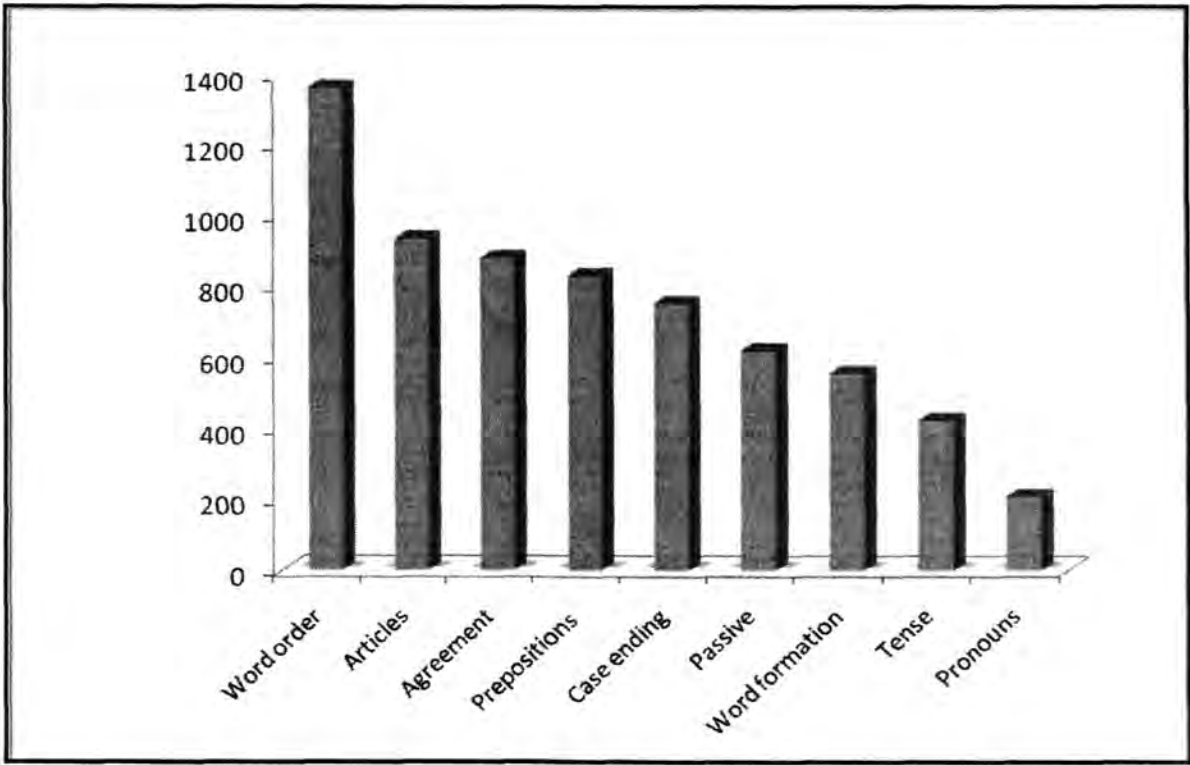
the grammatical level.

Figure 5.5 Distribution of grammatical errors

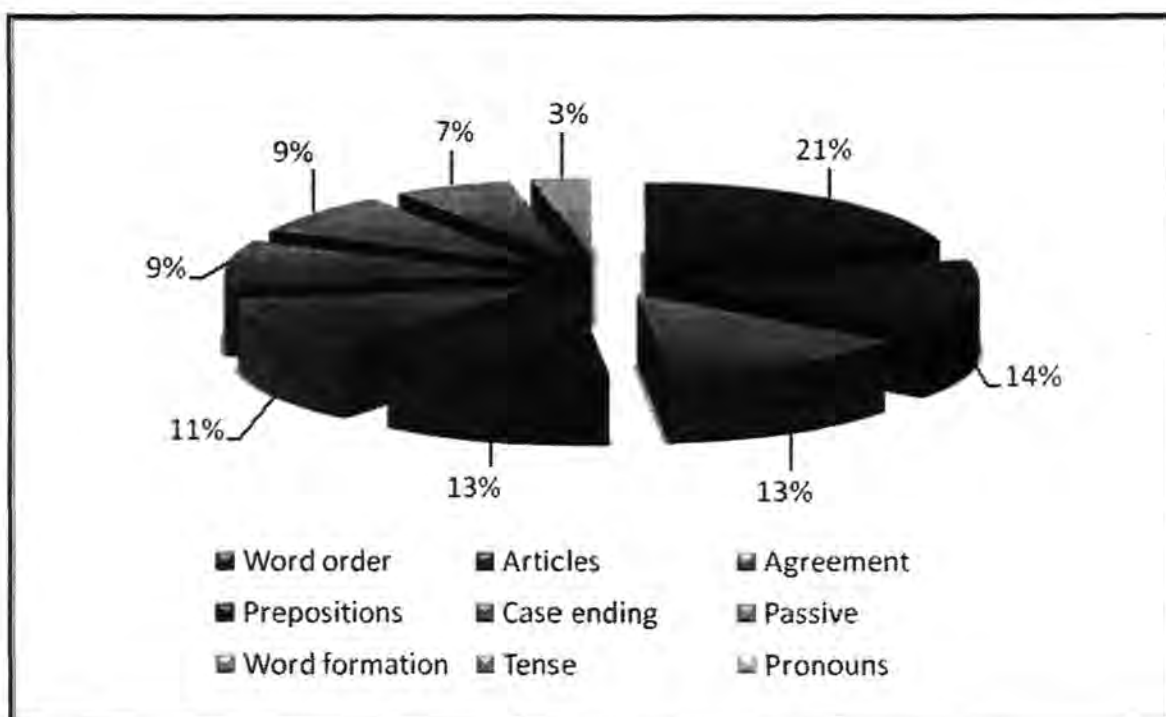The figure below reports the percentage distribution of errors at the level of grammar:

Figure 5.6 Percentages of errors at the level of grammar

As shown above in figures 5.5 and 5.6, word order proved to be the most dominant type of error in which 1,365 or 21% were found. This was followed by errors in the use of articles (934 errors or 14%), agreement (879 errors or 13%) and prepositions (830 errors or 13%), case ending (753 errors or 11%), passive (620 errors or 9%) and word formation (557 errors or 9%), tense (426 errors or 7%) and finally pronouns (210 errors or 3%).

There can be many errors in one sentence, however only the translation error in focus in any given example is indicated in bold font and the other errors, though accounted for, still remain in normal font. Further, bold fonts are used to highlight the translation error in the source text and the target text. These categories are examined below with representative examples and limited commentary where applicable.

5.3.1 Word order

The results clearly show that translators faced major problems in applying the correct word order which resulted in 1,365 errors.

The results reveal evident overuse of literal translation in the form of direct transfer of source text word order, i.e. use of subject-verb-complement and nominal sentences starting with emphatic particle "*inna*" which both are considered to be the results of poor literal translation. The example below shows this clear tendency:

Source text:

> Thus, a spokeswoman for the Embassy of Colombia said Friday her country's contribution …. (T.6)

Arabic translation:

<div dir="rtl">لمتحدثة باسم سفارة كولومبيا قالت يوم الجمعة</div>

Suggested translation:

<div dir="rtl">قالت المتحدثة باسم سفارة كولومبيا</div>

In the example above, the transfer of the source text word order, being "S-V-O" is very clear in the translation, where it should be "V-S-O".

Another example of violations of word order due to literal translation of the source text word order is ignoring the rule that sentences should not begin with the subject unless it is a nominal one. An example of this was the translation of the sentence "Overall, Middle Eastern countries are striving to…" (T. 2) in which it was translated incorrectly as:

<div dir="rtl">عموماً بلدان الشرق الأوسط تحاول جاهدة لجعل</div>

The translation using the correct word order would be:

<div dir="rtl">عموماً تحاول بلدان الشرق الأوسط جاهدة لجعل</div>

Further examples of errors in employing the wrong word order are listed below:

English source Text	Incorrect Translation	Correct Translation
The re-election of President Bush, **although widely welcomed** in Israel also raises some vexing questions (T.21)	إن إعادة انتخاب بوش للمرة الثانية رغم انه مرحب به في إسرائيل يبرز السؤال	رغم **الترحيب على نطاق واسع** في إسرائيل بإعادة انتخاب الرئيس بوش، فإن هذا الانتخاب يثير بعض التساؤلات
elected officials have chosen to bow (T.3)	المسئولين المختارين اختار الخضوع	اختار المسؤولون المنتخبون الخضوع
Most observers **I've been hearing and reading** (T.17)	أكثر المراقبين **الذين سمعت لهم وقرأت لهم**	أكثر المراقبين **الذين سمعت وقرأت لهم**
The per capita income in Arab countries grew at an annual rate of 0.5% (T.2)	**دخل الفرد** في الدول العربية قد ازداد	لقد ازداد **دخل الفرد** في الدول العربية بمعدل
a spokeswoman for the Embassy of Colombia said her country's (T.6)	المتحدثة باسم سفارة كولومبيا قالت	قالت المتحدثة باسم سفارة كولومبيا
The terrorists pouring into Iraq obviously understand the high stakes (T.19)	الأرهابيون الى العراق يفهمون المخاطرات	يفهم الأرهابيون الذاهبوت الى العراق المخاطرات
But instead of helping to design a treaty that would eventually bring them (T.18)	ولكن وبدلاً من المساعدة في تصميم معاهدة تلزم هذه البلدان	ولكن بدلاً من المساعدة في تصميم معاهدة تلزم هذه البلدان

5.3.2 Articles

The results revealed that there was significant number of errors (934 errors) in the use of definite articles in Arabic.

The definite article in Arabic is formed by adding the prefix "*al*" to the noun; "*al*" is equal to "the" in English. It is used, as in English, to refer back to indefinite nouns previously mentioned. The most common problem with the definite article arises from interference of the Arabic genitive construction, as the example below shows:

Source text:

"the unprecedented national debt…" (T.10)

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Arabic translation:

وعن الدين الداخلي **الغير مسبوق**

The definite article is used to introduce the second noun in the genitive construct and not

the first so the correct form is: **غير المسبوق** . In Arabic it is unacceptable to use the definite

article ال on the first element (head) of genitive إضافة construction (Al Ghussain, 2003:

89). An example of this is where the addition of the definite article" ال" to the head noun

in the genitive construct was incorrect and therefore should be deleted هي وسيلة استراتيجية

"**تهدف إلى النقاش ما**".

Omissions of the definite articles were highly common in the corpus where they were

necessary in the Arabic context, for instance in the following examples the missing

articles are mentioned in the parenthesis.

English Source Text	Incorrect Translation	Correct Translation
Working in lawless **Iraq** (T.23)	الذي يعمل في(...)عراق	فهو بعمله في **العراق**
By putting **pressure** on Iran (T.82)	في **ضغط** على ايران	في **الضغط** على ايران
Clumsy **execution** (T.9)	التنفيذ **الغير متقن**	التنفيذ (...) **غير المتقن**
And Sharon's **withdrawal** plan (T.21)	وخطة **الانسحاب** شارون	وخطة (...)انسحاب شارون
against **the Constitution** and people of the United States (T.37)	ضد دستور وشعب الولايات المتحدة	ضد **الدستور** وشعب الولايات المتحدة

5.3.3 Agreement

The results reveal that the total number of errors in failing to establish agreement in

number and gender was 879 errors.

- **Agreement in number**

The results reveal that the majority of errors were due to lack of agreement between a numeral or numerical phrase and the head noun. The general rule in Arabic grammar is that the indefinite countable noun requires reverse number and gender agreement. In the following example "The White House counts **six** unarmed **countries** ويقوم البيت الابيض بذكر "ستة دول غير مسلحه", the translator ignored the rule that the singular form of "countries" is feminine therefore it requires reverse agreement with the numeral (دولة singular: feminine noun= masculine numeral form). So, the correct translation would be " ويقوم البيت الابيض بذكر ست دول غير مسلحه".

Further errors were evident in applying number agreement between the subject and the verb. One example is the agreement between a dual subject and the verb in "he begged his parents not to blame themselves" was treated as plural "أن لا يلوموا انفسهم" where it should have been translated as "الا يلوما نفسهما". More examples on this type of agreement are provided below:

English Source Text	Incorrect Translation	Correct Translation
Three months ago (T.23)	قبل ثلاث أشهر	قبل ثلاثة أشهر
of **three explosions** (T.51)	من ثلاث انفجارات	من ثلاثة انفجارات
dividends to **both economies** (T.64)	اكبر النتائج للاقتصاديين	اكبر النتائج للاقتصاد كلا البلادين
Currently America's coalition consists of **46 countries** (T.3)	وحاليا يتكون تحالف امريكا من سته واربعين دولة	وحاليا يتكون تحالف امريكا من ست واربعين دولة
The White House counts **six unarmed countries** (T.3)	ويقوم البيت الابيض بذكر ستة دول غير مسلحه	ويقوم البيت الابيض بذكر ست دول غير مسلحه

23 Israelis in Jerusalem (T.21)	حيث 23 إسرائيليا في القدس	حيث ثلاثة و عشرون إسرائيليا في القدس
Three decades later (T.27)	بعد ثلاث عقود همش	بعد ثلاثة عقود همش

The results also revealed cases of inaccuracies in translating source text singular and plural either through unacceptable literal translation or modification (e.g. replacing one with the other). Cases of modification refer to how the plural form in the source text was incorrectly modified to a singular form, without a justified reason, in the translation resulting in distortion to the intended meaning. For example, "the Big Lie" was translated as the "the big lies" الكذب الكبير which in this case wrongfully diverts the readers' attention that there were a number of lies rather than a single one. In practice translators are allowed to replace the singular with plural depending on context, as Arabic prefers plural to indicate the importance of the ideas. To illustrate, "Labour" was translated, in the corpus, unacceptably, in the singular form literally as "العمل" where it needed to be translated using the plural form as "حزب العمال". Further examples of errors in establishing number agreement are listed below:

English Source Text	**Arabic translation**	**Suggested translation**
....a Kerry administration would "**change the atmospherics**...(T.22)	فإن إدارة كيري سوف تخلق" تغيير جوي	فإن حكومة يرأسها كيري يمكن أن "تغير الاجواء"
would have angered Shi'ites and Kurds, **who** want their country back (T.13)	سيغضبون الشيعة والأكراد الذي يريدون استعادة بلادهم	سيغضبون الشيعة والأكراد الذين يريدون استعادة بلادهم
Movement of **Martyr** Supporters (T.23)	حركة مساندي الشهيد	حركة انصار الشهداء
...stimulated a little by the **tax cuts** (T.25)	يخفض قليلاً بقطع الضريبه	يتحفز قليلاً بقطع الضرائب

Errors in establishing dual agreement were the least reoccurring error in the corpus. However they should be taken seriously because they may shift the reference when inflected pronouns are involved in Arabic. Below is a representative example:

Source text:

> "The leading Sunni political parties are now positioning themselves to reject the vote and its consequences - the writing of a new constitution - as **unfair**." (Text 82)

Arabic translation:

ان الاحزاب السياسية السُنية البارزة تضع الآن نفسها في موقف رفض التصويت ونتائجه ـ كتابة دستور جديد ـ على انه

غير عادل.

In the above example "unfair" refers to "the vote and its consequences" however in the translation the reference is unclear because the singular form was used. The correct translation would be establishing the dual numeral agreement between the pronoun and the noun that follows as "غير عادلين".

- **Agreement in gender**

In the example provided below the noun 'way' is feminine so the adjective should be feminine; the translator perhaps out of hastiness used the masculine gender in forming the adjective.

Source text:

The Wrong Way

Arabic translation:

<div dir="rtl">الطريقة الخطأ</div>

Correct translation:

<div dir="rtl">الطريقة الخاطئة</div>

Further examples of errors in establishing gender agreement are listed below:

English Source Text	Incorrect Translation	Correct Translation
definitive policies to normalize the Middle East **have made** (T.2)	السياسة الجازمة لتطبيع الشرق الأوسطِ جَعَلَ	السياسة الجازمة لتطبيع الشرق الأوسط جَعلتَ
but suggest a **clandestine (CIA) operation** (T.12)	ولكنها تشير إلى **عمليات منظم** من CIA	ولكنها تشير إلى عمليات منظمة من السي أي أيه.
Enlisting the skills of General Luck is **an indication** (T.13)	ومعرفة مهارات الجنرال LUCK **يدل على أن.**	ان ايراد مهارات الجنرال لوك **تدل** على أنززز
election has become (T.29)	الانتخابات... أصبح السبب	الانتخابات... أصبحت
within **four years** (T.34)	خلال **أربعة سنوات**	خلال أربع سنوات

5.3.4 Prepositions

The results revealed that the total number of errors in translating prepositions was 830.

Most of these errors evident in the corpus were due to the employment of the wrong choice of a preposition because of the tendency to literal translation, followed by omission and finally there are a few cases of unnecessary repetition. The following is a representative example in which the preposition "on" in the sentence "Instead of playing on people's emotions..." was translated literally in Arabic as " بدلا من أن يلعب في مشاعر الناس" where it should have been translated as " بدلا من التلاعب بمشاعر الناس" using the

appropriate preposition. Further examples of errors in translating prepositions are listed below:

English Source Text	Incorrect Translation	Suggested Translation
The best that can be hoped **for from** Iraq elections (T.28)	وأكثر ما كان يأمل به في الانتخابات العراقية	وأكثر ما كان يأمل فيه من الانتخابات العراقية
Let me say up **front** that I have had doubts about the Democratic candidate. (T.28)	لكن دعني أمام ذلك أقول	دعوني أقولها مباشرة
These politics of fear now form a central plank **in** his re-election platform. (T.44)	تشكل جزءاً رئيسياً **لبرنامج** اعادة انتخابه.	تشكل جزءاً رئيسياً **من** برنامج اعادة انتخابه.
We found ourselves **with** continued responsibility for the defense of freedom. (T.57)	وجدنا انفسنا مع مسؤولية مستمرة للدفاع عن الحرية	وجدنا انفسنا ازاء مسؤولية مستمرة للدفاع عن الحرية

5.3.5 Case ending

The majority of errors under this category occurred in noun constructs, that is "*idaafa*" or "annexation". This type of error usually passes unnoticed by the lay reader because the error usually does not have a serious effect on the meaning.

As Ryding rightly explains: "The first noun, the *muDaaf* ('the added'), has neither the definite article nor the nunation because it is in an "annexed" state, determined by the second noun" [italics in original].

To illustrate, in the example below the translator retained the *nuun* as follows:

<div dir="rtl">زيادة مديونية مالكين الأسهم تقود إلى معدلات عالية</div>

Correct translation:

<div dir="rtl">زيادة مديونية مالكي الأسهم تقود إلى معدلات عالية</div>

Meanwhile, grammatically speaking , the suffix 'nuun' and its vowel 'fataha' should have been deleted from the sound masculine plural when it is the first word in a genitive construct (Ryding 2005: 141). Further examples of errors in establishing case endings are listed below:

English Source Text	Incorrect Translation	Suggested Translation
the protests against Syria's armed presence in Lebanon were not unconnected (T.1)	والاعتراضات على وجود السوري المسلح في لبنان أمران غير **مترابطان**	والاعتراضات على وجود السوري المسلح في لبنان أمران غير **مترابطين**
...that the Europeans will buckle. (T.1)	فإن الأوروبيون لن يتوقفو عن المحاولة	فإن الأوروبيين لن يتوقفو عن المحاولة
the usability of the submarine in a desert seems **dubious**. (T.3)	ان استخدام الغواصه في الصحراء **امرا مشكوكا فيه**	ان استخدام الغواصه في الصحراء **امرا مشكوك فيه**
Two other coalition members (T.6)	وهناك عضوين اخرين في التحالف	وهناك عضوان آخران في التحالف

5.3.6 Passive

Considering the number of errors found the translation of English passive structures in (620 in total) in total seems to show that passive structure pose problems for the professional translator.

The cases of errors involving misuse of the passive in the corpus are the result of misusing the different patterns below:

a) Translating the passive structure into nominalization (verb+verbal noun)

The most frequent occurrence of this structure in the corpus is the use of the construction 'tamma تَمّ ' (i.e. be completed) + verbal noun.

b) Errors in translating the passive structure into active

Below is an example where the translators mishandled the passive structure:

Source text

> Clearly, the attack in Egypt - at a resort built by Israel but eventually returned to Cairo as part of the peace treaty - was undertaken…. (Text 51)

Arabic translation:

من الواضح أن الهجوم على مصر، في منتجع بنته إسرائيل لكنه عاد في المحصلة إلى القاهرة كجزء من معاهدة السلام، **حصل** لأن مثل هذه الهجمات ازدادت صعوبة

Suggested translation (by using 'tamma تَمّ ' (i.e. be completed) is as follows:

من الواضح أن الهجوم على مصر، في منتجع بنته إسرائيل لكنه عاد في المحصلة إلى القاهرة كجزء من معاهدة السلام، قد تم

لأن مثل هذه الهجمات ازدادت صعوبة.

The translator in the above the example mistakenly employed the active form by using the simple past 'the attack in Egypt took place' to describe the planned durative activity expressed in 'the attack in Egypt …was undertaken'.

In other evident instance where the use of this structure was not a grammatical mistake however it resulted in an unnatural construction is shown in the example below:

Source text:

In the first months after the fall of Saddam Hussein, Iraqis **were deluged** with newspaper, radio and television reports. (T.88)

Arabic translation:

في الشهور الاولى التي أعقبت سقوط صدام حسين ، **تم اغراق** العراقيين بالتقارير الصحفية والاذاعية

The translator in the above example used the construction '*tamma* تَمّ ' (i.e. be completed) + verbal noun' where an ordinary internal passive ' أغرق' should have been used to describe the unplanned (i.e. presumably instantaneous) activity.

c) Maintaining the agentive passive structure in the translation

Another standard rule in Arabic passive (i.e. passive+agent 'by') is that the agent of the passive verb should not be overtly expressed in its predicate (Al-Hamdi, 1991; El-Yasin, 1996). However, in journalistic style and the media in general it is acceptable to use the prepositional phrases ' من قبل' and 'بواسطة' as in:

استقبل رئيس الوزراء العراقي **من قبل** رئيس الولايات المتحدة

which corresponds to the English 'by' in: 'The Iraqi prime minister was met **by** the US president'. The same sentence can be formed by using an active verb without any distortion to the content and meaning or any change to the focus of the text.

Another example below is a case where the translator inappropriately used the (تَمّ' +verbal noun) construction instead of using active form.

Source text:

Bush claims 100,000 Iraqi security forces stand ready to help crush the insurgents, but

but only about 5,000 of these are trained for such duty. (T.53)

Arabic translation:

لكن حوالي 5000 فقط من هؤلاء تمّ تدريبهم على مثل هذا الواجب

Suggested translation using active:

لكن حوالي 5000 فقط من هؤلاء مدربون على مثل هذا الواجب

In a few cases the translators tried to translate the English passive, when the verbs involved were non dynamic verb structure, into Arabic equational sentences following Arabic written style in topic-comment structures (Farghal and Al-Shorafat, 1996:109). In one example the sentence 'the president's role as peace maker is valued in the region' was wrongfully translated as:

و دور الرئيس كصانع سلام قيّم في المنطقة

Suggested translation:

ولدور الرئيس كصانع سلام قيمته في المنطقة

In the above example, the sentence was literally translated as 'the president's role as peace maker has value in the region' whereas the passive should have been simply translated as 'the president's role as peace maker is respected in the region'. A possible interpretation of the frequent reoccurrence of this type of translation error is the translators' tendency to stick to the source text structure and literally render it in target text which results in relatively unacceptable translations. Below are a number of examples where passive sentences were translated incorrectly, due to employing the wrong strategy from strategies listed above.

Further examples of errors in translating the passive structure are listed below:

English Source Text	Incorrect Translation
allowing 377 tons of deadly high explosives to be looted, presumably **by** insurgents. (T.30)	يسمح لـ٣٧٧ طن من المتفجرات القوية القاتلة بأن تنهب **من قِبل المتمردين** .
to create the new jobs required **by** new entrants to the Labour force. (T.25)	لخلق وظائف جديدة مطلوبة **من قبل** عناصر جديدة من القوى العاملة.
Today,confronted **by the graphic horrors** of Abu Ghraib prison ... Republican leaders have yet to suggest " (T.37)	وهذه الأيام **وبمواجهة** الرعب التصويري الذي يحيط بسجن أبو غريب... يدعي قادة الجمهوريين.
The current Iraqi council, made up of 2S men and women, **was appointed by the Americans.** (T.89)	عيّن الأميركيون المجلس العراقي الحالي، المؤلف من 25 رجلاً وامرأة
The Kyoto protocol is flawed, the Bush team says (T.18)	إن بروتوكول كويوتو **مخترق** كما تقول حكومة بوش يقول فريق بوش أن بروتوكول كيوتو حافل بالاخطاء

5.3.7 Word formation

The results show that the derivation of the wrong form of the word contributed 557 errors to the total number of grammatical errors found in the corpus. This type of error occurred when translators chose the wrong form of the word, usually because they confused different words of the same family; that is, the root of the word is correct, but the wrong form is used. The most common translation error of this kind in the corpus occurred when the translators retained the English form in the translation which resulted in uncommon formations in Arabic. For example, a translator chose to translate the phrase "proposing higher taxes" using "**لعزيمته** على زيادة ضرائب" instead of "عزمه". Further, some errors in using the wrong form of the word or deriving the wrong form are the result of using colloquial Arabic as in the translation of the plural form of the word "attacks" in "we are facing many attacks". The translator when attempting to translate it used the colloquial

form "الهجمات". instead of the correct form "نحن نواجه الكثير من الهجمات" instead of the correct form "الهجمات". Further examples

of errors in using the wrong form of words are shown in the table below:

English Source Text	Incorrect word form	Suggested word form
Skeptics (T.2)	الشكاكون	المشككون
a massive social upheaval (T.12)	ثوران اجتماعي هائل	**ثورة اجتماعية ضخمة**
In short (T.25)	بالمختصر	بإختصار
Bush's blundering policy (T.31)	فإن تخبط سياسة بوش	فإن سياسة بوش المتخبطة

5.3.8 Tense

The results have shown that translators had problems translating English tenses with a total of 426 errors found. Most of these errors occurred when translating the perfect progressive tense, below is a representative example:

Source text:

"The administration has cited the federal budget deficit as the reason for its cutback in donations". (T.14)

Arabic translation:

الإدارة قامت بإيراد عجز في الميزانية الاتحادية كسبب لاستقطاع التبرعات لمساعدة

Suggested translation:

لقد أوردت الحكومية الاميريكية عجز الموازنة الفدرالية لما قامت به من تخفيض في المنح

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There were cases where errors were evident in the translation of the present progressive, as shown in the example below:

Source text:

> "but surely there's someone in that administration who can see what a monkey he's making of America". (T.18)

Arabic translation:

لابد من وجود أحد ما في الإدارة الأمريكية يمكن أن يرى ما يفعله القرد في أمريكا.

Suggested translation

لكن من المؤكد ان في حكومته من يرى كيف يصنع من اميركا قرداً

In the above sentence "what a monkey he's making of America" the incorrect translation resulted in the distortion of meaning in which the back translation of the Arabic version would be "what the monkey is doing in America".

In addition to the present progressive, errors were found in the translation of the present prefect as in the example below. In this example the translator chose to use the past tense instead of the imperfect which should have been applied instead in this case.

Source text:

> "The obfuscation has been deliberate and executed with a passion that suggests Bush may have the same, dreadful truth to hide". (T.10)

Arabic translation:

إن التشويش المتعمد نفذ برغبة بوش لإخفاء الحقيقة المريرة.

Suggested translation:

إن التشويش المتعمد كان قد نفذ برغبة بوش لإخفاء الحقيقة المريرة.

Further, the results show that there were also evident errors in the translation of the present perfect progressive. For example, in the sentence below the present perfect progressive denotes a situation that began in the past and has continued to the present.

Source text:

"Neither the House nor Senate intelligence committees, for example, **which have been investigating prewar intelligence for eight months**, have found support..." (T36).

Arabic translation:

وقال موظفون من مجلس الشيوخ والنواب الأمريكي: لم يجد أي من لجان المجلسين **الذين اهتموا بالتقصي** الاستخباري قبل
الحرب لمدة 8 أشهر، أي دعم للمندوبين حيث أن البنتاغون جمع استخباراته بنفسه،

As can be seen from the above translation, among other errors, the translator has turned the tense into simple past, when back translated literally appears as follows: "which were concerned with investigating intelligence before the war for 8 months". However this error could have been easily avoided through using the Arabic imperfect construction with " ما زال ", i.e. "maa zaala + imperfect" (Gadalla, 2006) as follows:

ان المجلس و لجان الاستخبارات التابعة لمجلس الشيوخ مثلا و التي ما زالت تحقق في استخبارات ما قبل الحرب منذ
ثمانية شهور، لم تجد دعما...

The United States has been pushing "old Europe" hard, petitioning the European Union to accept Turkey (T.85)

مارست الولايات المتحدة الضغط الشديد على (أوروبا القديمة) بعرضها قبول الاتحاد الأوروبي تركيا

5.3.9 Pronouns

The results of this study show that pronouns accounted for 210 errors which were the least type of errors occurring at the grammatical level. The example below is a representative example:

Source text

> "Tony Blair has been telling friends …that **he** would prefer John Kerry in the White House" (T. 22).

Arabic translation:

<div dir="rtl">

والذي هو يفضل أن يكون جون كيري أحد أعضاء البيت الأبيض.

</div>

Suggested translation:

<div dir="rtl">

بأنه يفضّل جون كيري في البيت الأبيض.

</div>

As can be seen from this example, the translator has wrongfully used the Arabic independent personal pronoun assigning emphasis on the subject. This incorrect result of shifting emphasis from verb could have been avoided by incorporating the subject in a particle's inflection. The translator has also confused a definite clause with a resumptive one, in other words the function of the pronoun was mistaken (Eid, 1991).

Further, from a syntactic perspective, in Arabic it is ungrammatical to use a pronoun if the predicate is an indefinite noun or adjective (Eid, 1991: 40) therefore it should be absent in the above example. Cases of omission occurred primarily in handling resumptive pronouns when they appeared in relative clauses. It seems that translators ignored that the resumptive pronoun in Arabic has to be spelled out and its presence is obligatory in order to fill in the gap for the reader, as seen in the example below.

Source text:

> An increasing number of top Sunni political figures, including some who are very
> moderate (T.12)

Arabic translation:

> فان عدد متزايد من الشخصيات السياسية السنية الكبيرة من ضمن المعتدلون

Suggested translation:

> فان عدد متزايد من كبار الشخصيات السياسية السنية ، بمن **فيهم** بعض المعتدلون

Further, there were cases reported in the corpus in which a cataphoric resumptive

pronoun was used redundantly duplicating an anaphoric resumptive pronoun. For

instance, when attempting to translate "Bush is the one responsible for the caused

damage" as "أنه بوش **نفسه** هوالمسؤول" the cataphoric resumptive pronoun criticized to the

emphatic particle is redundant and duplicates the anaphoric resumptive pronoun 'هو' and

therefore it should be deleted.

As the example below shows, there were errors in confusing the reference of the pronoun

"them" which refers to "weapons" in the source text was translated unacceptably in

Arabic as "their" referring to "Iraqis production" rather than translating it as "them"

referring to "weapons".

Source text:

> Charles Duelfez, chief US weapons inspector, told Congress that Iraq had had
> neither nuclear, chemical, nor biological weapons, nor concrete plans to produce
> **them**. (T.26)

Arabic translation:

رئيس التفتيش عن الاسلحة الامريكي تشارلز دويلز قد أخبر المجلس التشريعي أنه لم يكن لدى العراق أي اسلحة نووية، أو كيميائية،أو بيولوجية ولا أي خطط حقيقية **لإنتاجهم** في وقت الغزو.

Suggested translation:

الا ان تشارلز دويلز كبير مفتشي الاسلحة الامريكي، أبلغ الكونغرس أنه لم يكن لدى العراق أي اسلحة نووية أو كيميائية،أو بيولوجية، ولم يكن لديه أيضا أي خطط حقيقية **لانتاجها**.

The table below list further examples of errors found in the translation of pronouns:

English Source Text	Incorrect Translation	Suggested Translation
This is why **we, along with** more than 650 fellow academics and former foreign policy practitioners (T.57)	ولهذا السبب (...) قام اكثر من 650 اكاديمياً وموظفاً سابقاً في سلك الخارجية	ولهذا السبب قمنا بمعية اكثر من 650 اكاديمياً وموظفاً سابقاً في سلك الخارجية
US is now the only member of the UN Security Council **whose** word is law (T.18)	الولايات المتحدة الآن هي العضو الوحيد في مجلس الأمن **الذي** كلمتها تعتبر قانوناً	الولايات المتحدة الآن هي العضو الوحيد في مجلس الأمن **التي** كلمتها تعتبر قانوناً
Summit **which** Bush failed to attend (T.18)	لإفشال القمة العالمية **الذي** لم يحضرها بوش	لإفشال القمة **العالمية التي** لم يحضرها بوش
The one way to avoid **mistakes** is avoid decisions - which can be the most catastrophic (T.19)	الطريق الواحد لتفادي الأخطاء هو تفادي القرارات **الذي** من الممكن أن **يكون** الخطأ الأكثر هولا	الطريق الوحيد لتفادي الأخطاء هو تفادي القرارات **التي** من الممكن أن **تكون** الخطأ الأكثر هولا
While America cannot live comfortably with the ICC, says a senior State Department official, this sort of solution may be a way of moving on with **it**. (T.1)	وطالما أن أمريكا لا ترتاح لهذه المحكمة كما قال مسؤول في وزارة الدولة فإنه سوف تتماشى **معه**	وطالما أن أمريكا لا ترتاح لهذه المحكمة كما قال مسؤول في وزارة الدولة فإنه سوف تتماشى **معها**

5.4 Text level errors

The results revealed, as seen in figure 5.7 and chart 5.8 below, that errors in the use of punctuation of marks contributed 1,284 errors to the complete amount of errors identified at the textual level, which makes them the highest ranking error (33%) among the others.

The second highest (21%) was typographical errors with a total of 833 errors followed by omission ranking third (16%) with a total of 643 errors. In fourth rank (10%) came cohesion contributing 378 errors to the overall total number followed by spelling (8%), by contributing 321 mistakes, and then paragraphing (7%) by contributing 278 errors . The least contributing errors were coherence (3%), scoring a total of 112 errors, and headlines (2%) scoring 68 errors which is understandable given the number of entities examined in each of the two categories.
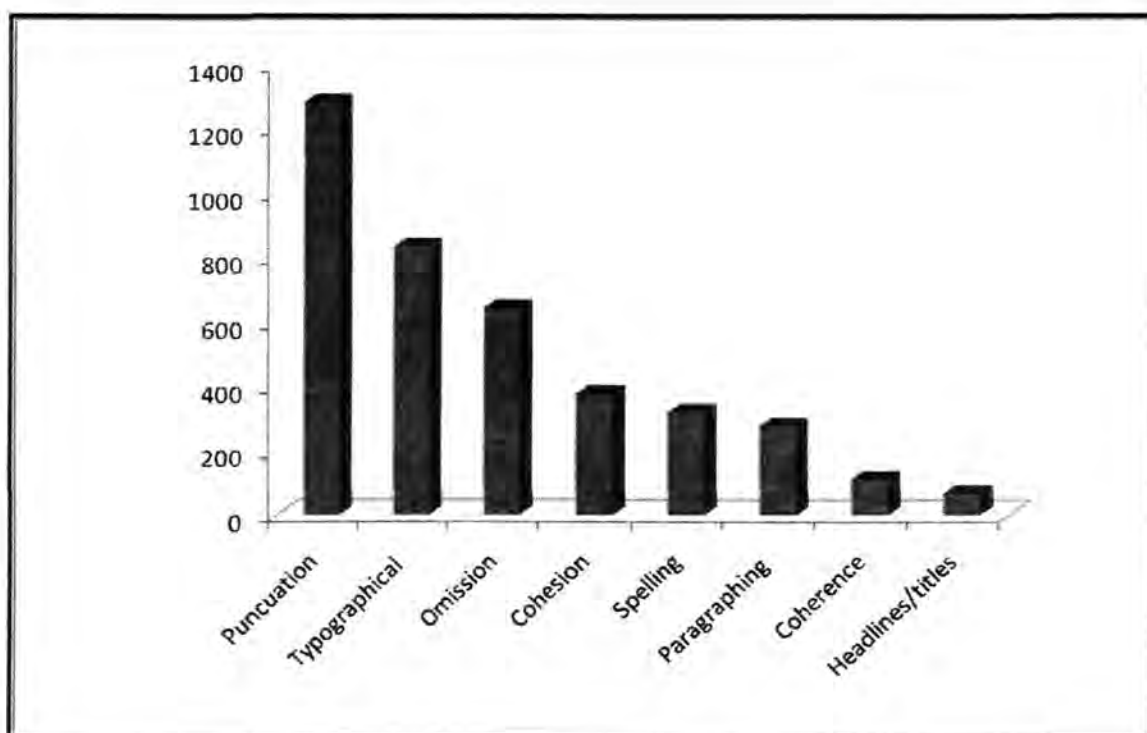
Figure 5.7 Distribution of translation errors at textual level
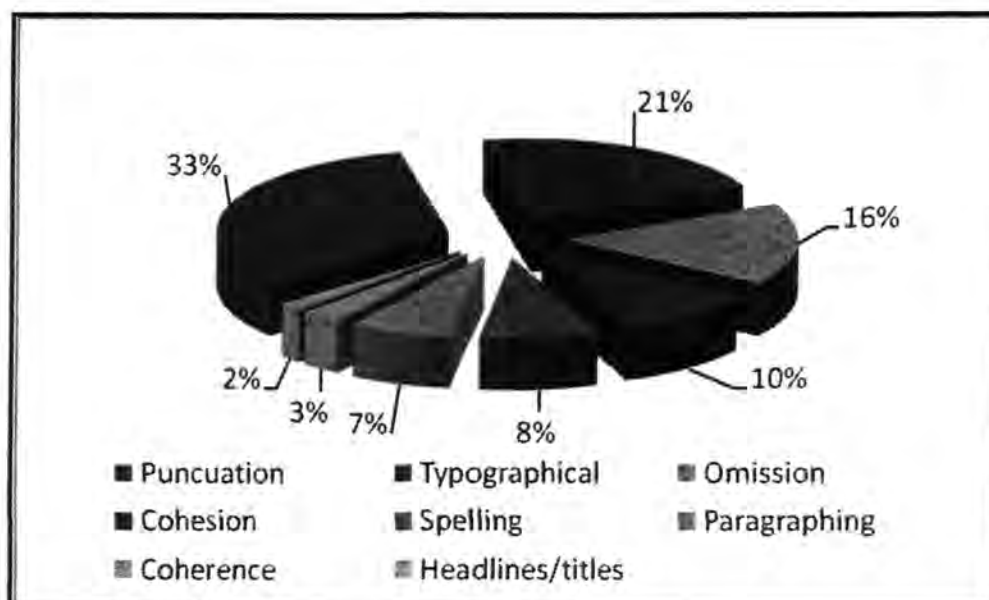
Figure 5.8 Percentages of translation errors at textual level

5.4.1 Punctuation:

The results reveal that punctuation marks accounted for the majority of errors, 1284 errors, at the text level. The most recurring errors were the literal transfer of the source text punctuation system in the translations and the employment of the wrong punctuation mark and the least frequent were addition of punctuation marks where not required.

In the example below, the translator followed the same pattern of punctuation used in the English source text resulting in cutting off ideas rather than connecting them.

Source text:

> The resulting chaos in Iraq has set back the fight for freedom in the Middle East. The best that can be hoped for from Iraq elections-if they're held and if the United States is very lucky - is a weak government still dependent on U.S. troops. This will not inspire democracy in the rest of the Middle East. (T.28)

Arabic translation:

حصيلة الفوضى العارمة في العراق أعاقت القتال الحرية في الشرق الأوسط. وأكثر ما كان يأمل به في الانتخابات العراقية إذا ما أقيمت. وإذا ما كانت الولايات المتحدة محظوظة جداً هو حكومة ضعيفة لا تزال تعتمد على القوات الأمريكية. وهذا لا يلهم بالديمقراطية داخل الشرق الأوسط.

Suggested translation:

حصيلة الفوضى العارمة في العراق أعاقت القتال لأجل الحرية في الشرق الأوسط وأكثر ما كان يأمل به في الانتخابات العراقية إذا ما أقيمت وإذا ما كانت الولايات المتحدة محظوظة جداً هو حكومة ضعيفة لا تزال تعتمد على القوات الأمريكية وهذا لا يلهم بالديمقراطية داخل الشرق الأوسط.

5.4.2 Typographical errors

Typographical errors are mistakes made during the typing of the translation, as the translators were asked to submit an electronic version of their translation, and they are usually due to mechanical failure or slips of the hand or the finger. Although most were easy to figure out, there were cases where the word was hard to understand without looking it up in the source text. The results show that the total number of typographical errors was 833 errors. Below are examples of these slips as found in the corpus:

Typographical errors	Corrections
بلا	بدلا
قفد	فقد
ان يختفي	لن يختفي
مبرّز	مبرّز
قي	في
على لبتحديات	على التحديات
على دول تدعم بشك إرادي	على دول تدعم بشكل إرادي

5.4.3 Omissions

The results show that there were 643 omissions where segments as large as paragraph were omitted. The omissions found in the corpus mainly where at the sentence level.

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An example of this is the omission of the final sentence from this English source paragraph which should be a relative clause in Arabic, the missing clause is highlighted in bold in the Source text (T.97) for illustration:

> By striking at the Jordanian embassy - and later the Turkish, Spanish and German missions - the militants sought to undermine the legitimacy of the US presence. The imposition of domestic control in a country is one aspect of sovereignty and legitimacy. Denying legitimacy is also behind the targeting of the UN and Red Cross headquarters, **forcing both organisations to withdraw staff due to insecurity.**

Arabic translation:

عندما فجرت سفارات في بغداد، وبعدها مقر البعثات التركية والإسبانية والألمانية ، كان هدف المسلحين التقليل من شأن شرعية الوجود الأميركي في العراق، إذ أن عبء السيطرة المحلية في أي بلد يشكل أحد سمات السيادة والشرعية. ومنع إضفاء الشرعية كذلك هو السبب في استهداف مقرات الأمم المتحدة والصليب الأحمر في بغداد(....)

The relative clause highlighted in bold should have been translated as:

الذي يدفع كلاهما لسحب موظفيه لانعدام الأمن

5.4.4 Cohesion

As mentioned before, see chapter four (section 4.2.2.4), errors in maintaining the structural continuity in a text, resulting from an ineffective use of linguistic means to link sentences together. The results revealed that the overall number of errors in employing cohesive devices was 378. The errors were simply due to the literal transfer of English cohesive devices into the translation. The misuses of some of the devices found are mentioned below and provided with examples where applicable.

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An example of incorrect repetition found in the corpus is seen in the example below and the repetition is outlined in the English source text between brackets in bold font.

Source text:

> After so many failures, **(it looks like)** President Bush's aim of achieving the elusive two-state solution laid out in the Middle East "road map" within four years **looks like** mission impossible. (T.34)

Arabic translation:

<div dir="rtl">

بعد سنوات كثيرة جدا **يبدو** ان هدف الرئيس بوش بتحقيق حل الدولتين المرواغ الذي طرح في خريطة الطرق الشرق أوسطية خلال أربع سنوات، **يبدو** كأنه مهمة مستحيلة.

</div>

Suggested translation:

<div dir="rtl">

بعد سنوات كثيرة جدا **يبدو** ان هدف الرئيس بوش بتحقيق حل الدولتين المرواغ الذي طرح في خريطة الطرق الشرق أوسطية خلال أربع سنوات و كأنه مهمة مستحيلة.

</div>

The cohesive device that accounted for the majority of errors found in this category was conjunctions. So, for example in the translation of the English text below Arabic would typically link the sentences in the paragraph by using conjunctive particles.

The results revealed that many translators ignored the use of conjunction to connect sentences by following literally the English version in terms of punctuation.

The most common errors found where the result of using double connectors as in translating "Mr Powell's departure, although not immediate…" as " ان رحيل باول وان **لم يكن** ليس فوربا".

Cases of using double connectors were also found in the translation due to literal translation. In the following example the translator could have used the connector "و" or "كما" to replace the English connector "also". However, the translator chose to use three connectors; "و", "كما" and "ايضا" in the sentence "Auditors also said they could not track more than $1 billion in funds..." (T.39) " وكما ذكر أعضاء لجنة التدقيق أنهم ايضا لم يتمكنو من " اقتفاء أثر أكثر من مليار دولار. It seems that the translator decided to follow Arabic style by starting the sentence with a conjunction but ended up using two and then due to literal translation replaced the English connector "also" with "ايضا". So, the sentence read literally in English as "(in addition), (and) Auditors (also) said they could not track more than $1 billion in funds". It should also be mentioned that with the translation of the English connector "also" the corpus reveals that there was preference for literal translation which extends to word order, i.e. the placement of "ايضا" before or after the verb.

The corpus also reveals misuse of appropriate connectors as in the use of the Arabic connector "ف". For example, the expression "*ammaa...fa-* ف...أما *as for...*" denotes a shift in topic from the previous sentence. It is in two parts, the first word, *ˮammaa*", *signaling* the new topic, and the second, *fa-*, introducing the comment on that topic. In English, the "as for" phrase here is followed by a comma, which introduces the second part of the sentence, or comment. Therefore *fa-* in this case fills the same function as the punctuation mark in English. Since, *ˀammaa* introduces a new sentence and a new topic, the noun following is in the nominative case, as the subject of the sentence (Ryding 2005: 420).

The results from the corpus reveal two extremes in the use of the connector "and و": one

is excessive use and the other is its abandonment, i.e. no use at all. As outlined earlier,

although connection between sentences is one important feature of Arabic style, the

results indicate that some translators limit their use to the connector "و". For example, a

translator translated these two sentences using the common Arabic connector "و" as

follows:

Source text:

> There should no longer be any doubt that the war in Iraq is an exercise in lunacy.
> It was launched with a spurious rationale, the weapons of mass destruction, which
> turned out to be a fantasy relentlessly stoked by obsessively hawkish middle-aged
> men who ran and hid when they were of fighting age and the nation was at war.
> **Now we find that we can't win this war we started. Soldiers** and civilians alike
> are trapped in the proverbial briar patch, unable to move around safely in a
> country that the warmongers thought would be easy to conquer and then rebuild.
> (T.47)

Arabic translation:

ينبغي الا يظل هنالك اي شك في ان الحرب في العراق كانت تصرفاً احمقاً، فقد تم شنها دون مبرر، اسلحة الدمار
الشامل التي تبين انها وهم اثاره رجال صقوريون في منتصف العمر هربوا واختبأوا عندما كانوا في سن الحرب
وعندما كانت الامة في حالة حرب.
الآن نجد اننا لا نستطيع كسب هذه الحرب التي اشعلناها.الجنود المدنيون لا يستطيعون التنقل في امان في بلد اعتقد
مثيرو الحرب انه بلد يسهل احتلاله ثم اعادة بنائه.
والآن نجد اننا لا نستطيع كسب هذه الحرب التي اشعلناها، فالجنود المدنيون لا يستطيعون التنقل

In addition, adverbial subordinates were examined here since adverbials involve

conjunctions.

Adverbial clauses introduced by subordinators express different adverbial meaning. Time

is one such adverbial meaning and is expressed by using: "now", "since", "as soon as",

"until", "when", "whenever", "while", "before", "after", "as long as", and "once". For example the adverb now in this sentence "Now US researchers are preparing genetically modified strains of smallpox on the same pretext, and with the same likely consequences" should be translated in Arabic come after the verb and not before as in " والآن الباحثون يحضر الباحثون الأمريكيون الآن سلالات". The "الأمريكيون يحضرون" where instead it should be "يحضر الباحثون الأمريكيون الآن سلالات". The adverb or the semi-nominal sentence may precede the verb, subject or object in Arabic but not by chance or sloppiness. It should be intended to serve a purposeful meaning or add meaning to the sentence, because there are restrictions in Arabic on these rules. I believe the reason for the fronting in most cases found in the corpus is literal translation and sticking to the originals conventions and inadequate knowledge or mastering of Arabic grammar rules by the translators. They should be aware of literary Arabic and style and rhetoric of the language to be able to understand the reason behind fronting and postponing in written Arabic style. Purpose, condition and concession are other meanings expressed by adverbials which also suffered literal translation in the corpus. These include:

- The meaning of purpose as expressed by "so that", "in order to" etc
- Subordinators; such as "if", "unless", "as long as" and "provided that" which denote the meaning of condition.
- Concession; the most common instance of literal translation found in the corpus were "yet", "although", "even though", "however", and "whether".

The results show that the use of ellipsis was marginal in the corpus in both source texts and their translations, yet there were a few errors committed, which is common in journalistic style (Al-Jabr, 1985).

5.4.5 Spelling:

The results show that there were 321 spelling errors in the corpus. Many spelling mistakes where due to using "*haa*" instead of "*taa marbuta*" at the end of nouns as in the following example:

وبالاضافه instead of وبالاضافة

Other cases involved the use of '*taa maftuha*' which is normally attached to verbs to replace '*taa marbuta*' in nouns as shown in the table below:

Some spelling mistakes also involved using the incorrect form of '*hamza*' as in the example below:

Incorrect spelling: عليها التعامل مع كل شيى من كولومبيا

Correct spelling: عليها التعامل مع كل شيء من كولومبيا

Examples of further spelling mistakes are listed below:

Spelling error	Correct spelling
اذا جلس هاذان الطرفان	هذان
ضد قرار الأمم المتحدة بقامة حرب لتحرير الكويت	ضد قرار الأمم المتحدة بإقامة حرب لتحرير الكويت

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5.4.6 Paragraphing

The results show that inappropriate paragraphing of sentences in the Arabic translations accounted for 278 errors. One example of inappropriate paragraphing is shown below:

Source text (78): Signs of Life after Arafat

Now we hope the Palestinians can turn that civic energy into pragmatic efforts toward negotiating peace with Israel.

Mr. Abbas, the new president of the Palestinian Authority, faces a daunting agenda. After four years of violence, the economy of the Palestinian areas is in shambles.

Unemployment is high because thousands of Palestinians who were once able to hold jobs in Israeli cities are now barred from entry, and movement around Palestinian areas is choked by Israeli roadblocks.

Under Mr. Arafat, the Palestinian Authority squandered the good will of much of its public and of the international community through corruption. For Mr. Abbas to have any chance of achieving an independent Palestinian state with some claim to Jerusalem, he has two huge battles to fight. He must crack down on the terrorism that has given the Israeli prime minister, Ariel Sharon, an excuse to refuse to negotiate a peace deal, and he must prepare the Palestinian people for the compromises they will have to make.

Both battles will be wrenchingly painful. Beyond dealing with groups like Hamas and Islamic Jihad, Mr. Abbas must also contend with legions of unemployed, angry young men who make up various armed groups. Many of these fighters could get jobs and salaries in a reformed Palestinian security service, provided Israel gives Mr. Abbas the room to create such a force and the Palestinians give it real training and discipline. It will not be easy to achieve, but such a service, preferably under the command of someone with Mr. Abbas's ear, could go a long way toward cracking down on the killing, both between Palestinian and Palestinian and between Palestinian and Israeli.

ونحن اليوم نأمل في ان يستطيع الفلسطينيون تحويل الطاقة المدنية الى جهود واقعية نحو التفاوض حول السلام مع اسرائيل.يواجه عباس، الرئيس الجديد للسلطة الفلسطينية اجندة ثقيلة، فبعد اربع سنوات من العنف يمر اقتصاد المناطق الفلسطينية في حالة خراب فالبطالة مرتفعة لان آلاف الفلسطينيين الذين كانوا ذات يوم يستطيعون العمل في المدن الاسرائيلية ممنوعون الآن من الدخول، كما ان التحرك في المناطق الفلسطينية تخنقه حواجز الطرق الاسرائيلية.في عهد عرفات بذدت السلطة الفلسطينية النوايا الطيبة لدى كثير من شعبها ولدى المجتمع الدولي من خلال الفساد. وحتى يكون لعباس اية فرصة لتحقيق دولة فلسطينية مستقلة مع بعض المطالب في القدس، فإن امامه معركتين كبيرتين عليه ان يخوضهما حيث يتوجب عليه ان يشن حملة علي الارهاب الذي اعطى رئيس الوزراء الاسرائيلي، اريل شارون ، ذريعة لرفض التفاوض حول اتفاقية سلام ، ويتوجب على عباس ان يهيئ الشعب الفلسطيني لتقديم التنازلات التي يتوجب عليه ان يقدمها.ستكون كلتا المعركتين مؤلمة جداً فعلاوة علي التعامل مع حركات مثل حماس والجهاد الاسلامي يجب على عباس ايضاً ان يعالج مشكلة طوابير الشبان العاطلين عن العمل والغاضبين الذين يشكلون المجموعات المسلحة المختلفة ويمكن لكثير من هؤلاء المقاتلين ان يحصلوا على اعمال ورواتب في جهاز امن فلسطيني يتم اصلاحه شريطة ان تعطي اسرائيل لعباس مجالاً لتشكيل هذه القوة وان يعطيها الفلسطينيون تدريبا وانضباطاً حقيقيين.لن يكون هذا امراً يسهل تحقيقه، لكن مثل هذا الجهاز ، ويفضل ان يكون تحت قيادة شخص مقرّب من عباس، يمكن ان يقطع شوطاً بعيداً في شن حملة على القتل، بين الفلسطيني والفلسطيني، وبين الفلسطيني والاسرائيلي.

As can be seen from the above, all five paragraphs in the newspaper commentary, i.e. text 78, where wrongly merged together into one paragraph in the Arabic translation in which the paragraph packs a huge load of information that makes it hard for the reader to digest. The opposite of the above case was reported in the corpus in which there instances of literal transfer of the source text paragraphing system. Cases where the translations retained the same paragraphing format as that of the original English text appeared to the reader who did not have access to the original the sense of a foreign style compared to what he reads in everyday Arabic newspapers.

Below is an example from the corpus of how the translation followed the same pattern of paragraphing as that of the original, full text can be found on the CD-ROM.

Source text (52): Growing up in Gaza's War Zone

"I'm young, and I have to leave them to do what they have to do," he said of the Hamas, Islamic Jihad and AI-Aqsa Martyrs' Brigade fighters who dash between sandbagged bunkers on dangerous streets just blocks from his home.

But the lure of the deadly action proved irresistible to Mohammed Najar, also 12 and Salah's classmate, who died last week when an explosive shell landed near a

group of gunmen whom Najar shadowed in solidarity, and for risky adolescent thrills.

"Every time there was an incursion Mohammed would go" to the front, said Salah, adding that the boy often tried to rally other children to join him. If they declined, he would say, "You are weak. You are nothing," Salah recalled.

Israeli officials accuse Palestinian gunmen of using children as human shields.

Palestinian officials say Israeli soldiers are so focused on the killing of Palestinians that bystanders, including many children, often are killed or maimed in collateral damage.

Arabic translation

»انني صغير وعليّ ان اتركهم يفعلون ما عليهم ان يفعلوا«، قال عن حماس والجهاد الاسلامي ومقاتلي كتائب شهداء الاقصى الذين يتحركون بسرعة بين متاريس اكياس الرمل المقامة في شوارع خطرة على بُعد بنايات من بيته.

لكن اغراء العمل المميت اثبت انه لا يقاوم بالنسبة لمحمد النجار، وهو ايضاً زميل صلاح في المدرسة وفي نفس سنه، الذي مات في الاسبوع الماضي عندما سقطت قذيفة قرب مجموعة من المسلحين.

»في كل مرة، يحدث فيها توغل كان محمد يذهب الى الجبهة«، قال صلاح واضاف ان الولد كان في اغلب الأحيان يحاول حشد الاطفال الاخرين لينضموا اليه وعندما كانوا يرفضون كان يقول: »انكم ضعفاء انكم لا شيء« حسبما قال صلاح.

المسؤولون الاسرائيليون يتهمون المسلحين الفلسطينيين باستخدام الاطفال كدروع بشرية.

يقول المسؤولون الفلسطينيون ان الجنود الاسرائيليين يركزون على قتل المارة الفلسطينيين بمن فيهم كثير من الاطفال الذين يقتلون او تقطع اوصالهم في الاضرار المصاحبة للاشتباكات.

5.4.7 Coherence

The total numbers of errors involving errors in maintaining continuity of sense in the target texts were 112. As can be seen from the example given above on errors in paragraphing, section 5.4.6, the translator failed to transfer the source texts' coordination of ideas in the translation (cf. Nord, 1997).

5.4.8 Newspaper headlines/Titles

The results revealed that sixty eight headlines of text out of the one hundred examined in the study contained errors, which is quite alarming. As the results of the analysis show headlines and titles were very difficult to translate. It has been observed that the first hurdle for most translators was to understand the meaning of the source text headlines.

To start with, the following are examples taken from some of the English newspaper headlines, included in the corpus of data, along with their Arabic translations as provided by the translators. Words and phrases that have been mistranslated are italicized in both the English source and the Arabic translation. In the examples below the mistranslations of headlines are highlighted between parentheses:

(1) Conflict with Iraq: (Coalition of the willing) less than it might seem

عدده أقل مما يبدو (تحالف الراغبين)الصراع مع العراق:

(2) Dear (W), Your Father Knew Best

عزيزنا – دبليو – والدك كان أعلم

As seen in example (1) above, "Coalition of willing" has been wrongfully translated literally as "the coalition of people who are interested". In example (2), the ironic address forwarded George W Bush as "Dear W" has been translated literally as "Dear *doubluu*", in which the letter "W" is transcribed into Arabic. This forms an awkward headline though intending sarcasm in English the Arabic rendering comes across as awkward. And from a target readership point view this causes vagueness and confusion trying to guess what "w" stands for instead of capturing the sarcastic intention.

The following is an example where the translator omitted the headline along with subtitle completely and started the text with the opening sentence:

(1) A Sharp Point in Iraq's 'Pointless' Violence

A radical but coherent vision drives attacks on fellow Iraqis.

As Iraq descends into ever greater bloodletting mostly now...

بينما تخوض جمهورية العراق أكبر مجزرة دموي....

Also, evident from the corpus results there were instances when the translators tended to add their own title using the religious opening: "In the name of God, Most Gracious, Most Merciful " "بسم الله الرحمن الرحيم" which did not exist in the English text. In most of the cases this recurring Islamic phrase is used in many contexts such as the daily prayers and before eating and drinking. This phrase is also used as the opening statement of official and legal letters as well as a preamble in constitutions of Islamic countries. In the cases recorded in the corpus it was added at the top of the text, above the main headline, as shown in the example below:

'Peace with honor' in Iraq

By Ivan Arreguin-Toft and Monica Duffy Toft | October 25, 2004

IMAGINE the following speech explaining to the American people why we are in Iraq: "Why are we in Iraq? (T.57)

بسم الله الرحمن الرحيم

السلام بشرف في العراق
ايفان اريغون توفت ومونيكا دوفي توفت
تخيلوا الخطاب التالي الذي يوضح للشعب الاميركي سبب تواجدنا في العراق: «لماذا نحن في العراق»؟

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In other instances the Praise of God co-occurred with omission of the headline.

In some cases title in full was omitted as in the example below:

Source text:

A CULTURE OF COVER-UPS

Aides to John Kerry say that if he wins. (T.30)

Arabic translation starting with first line:

(.....)

ورد على لسان مساعدون جون كيري

As can be seen the translation above holds no headline and the text starts off with

opening sentence which is an unjustified omission.

English Source Text	Incorrect Translation	Suggested Translation
The Wrong Way to Sell Democracy to the Arab World (T.9)	الطريقة الخطأ لتطبيق الديمقراطية في العالم العربي	الطريقة الخاطئة لترويج الديمقراطية في العالم العربي
America, the Indifferent (T.14)	أمريكا ، بلا مبالاة ..	أمريكا لا تفي بوعودها لمساعدة الدول الفقيرة
THE ROOTS OF A SWITCH (T.43)	اصوات اليهود سلاح بوش السري	تحول في اتجاه اصوات اليهود
WE HAVE A DUTY TO STAY, AND THEN GO (T.53)	تعارض الديمقراطية والاحتلال في العراق	مهمتنا هي البقاء و من ثم الذهاب
Before Mideast Peace: Trust (T.87)	قبل سلام الشرق الأوسط ، الثقة	بناء الثقة قبل السلام في الشرق الأوسط
'Unknowns' stirring Palestinian race (T.63)	(....)	قراءة في سباق الرئاسة الفلسطينية

5.5 Results of translators' responses to problems faced at the lexical, grammatical, and textual level

This section reports on the results of the three major questions that are most relevant to the study, using percentages. However not every translation problem faced in translating the text was listed in the questionnaire. As, the questionnaire was administered in the early stages of the project, the specific problems listed in the questionnaire were those that were thought to be problematic by the researcher and predicted by scholars. Further, not every translation problem listed in the questionnaire received a corresponding answer from every translator. The responses to the questions cover a range of translation problems faced on three levels- lexical, grammatical and textual. The researcher has grouped the responses to the three questions, in accordance to the categories listed earlier, to find the frequencies and the ranking of problems according to what translators have found. All three questions asked were open ended so that the translator could add any problems not listed in the questionnaire. However, due to the lack of conformity in the elicited answers to those open ended question they are described in a separate section.

The questionnaire revealed that translators believe that they are mostly challenged at the lexical level, as the question attracting the highest number of responses was the one listing problems at the lexical level. At the lexical level, the results indicate that most translators identified technical terms and idioms as the most problematic categories faced in the translation of the texts. Table 5.2 and figure 5.9 below represent the translators responses to problems faced at the lexical level.

Table 5.2: Distribution of translators' responses to problems faced at the lexical level

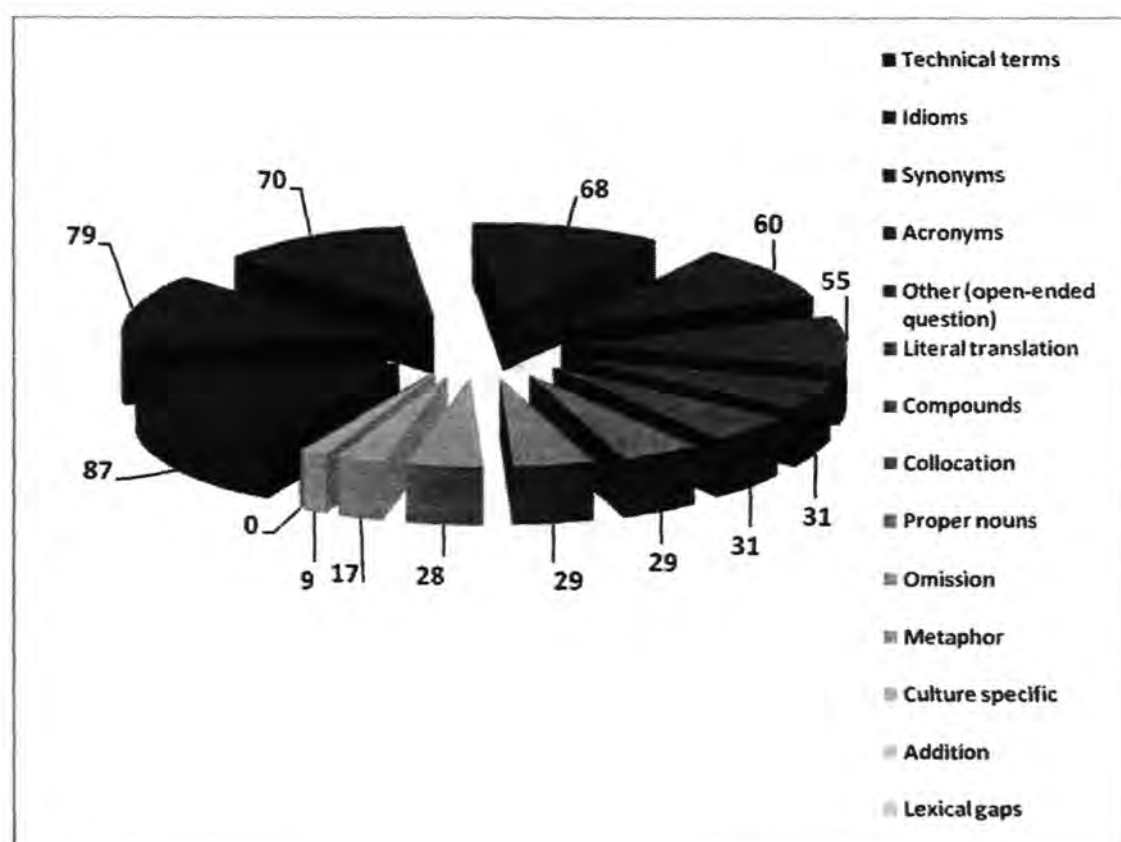| Question.6 What are the lexical translation difficulties you faced when translating the text?	Responses
Technical terminology	87
Idioms	79
Synonyms	70
Acronyms	68
Other (open-ended question)	60
Literal translation	55
Collocations	31
Compounds	31
Proper nouns	29
Omissions	29
Metaphors	28
Culture-specific terms	17
Addition	9

Figure 5.9 Responses to the question on lexical problems by professional translators

As can be seen from the figure above, in response to question 6, 87% of translators' believed that 'Technical terminology' was the most problematic. This suggests that translators believe that they have made errors because of their lack of knowledge. The second highest choice (79%) was given to problems in translating 'Idioms'. The third most frequent problem was with translating synonyms (70%) followed by Acronyms (68%).

In their response to Culture-specific terms, 17% of translators believed them to be problematic, which shows that the cultural difference between the two languages is still a problem for translators, albeit not a major one. This means that the translators seem to feel that they are not well equipped with applying with linguistic and extra linguistic knowledge for the type translation tasks they had to do. Finally, this was followed by slight problems with addition (9%) and no problems at all with lexical gaps.

At the level of grammar, in response to the question of the major grammatical difficulty encountered, most of the translators selected passive (41) to be the most problematic category faced. The results of translators' responses are presented in Table 5.3 below:

Table 5.3 Distribution of translators' responses to problems faced at the grammatical level

Question.7 What are the grammatical difficulties you faced when translating the text?	Responses
Passive	41
Case ending	37
Articles	17
Tense	13
Word order	12

Other (open-ended question)	12
Direct/Indirect speech	10
Pronouns	7
Prepositions	6
Agreement: gender and number	5
Conditionals	3
Word formation	2
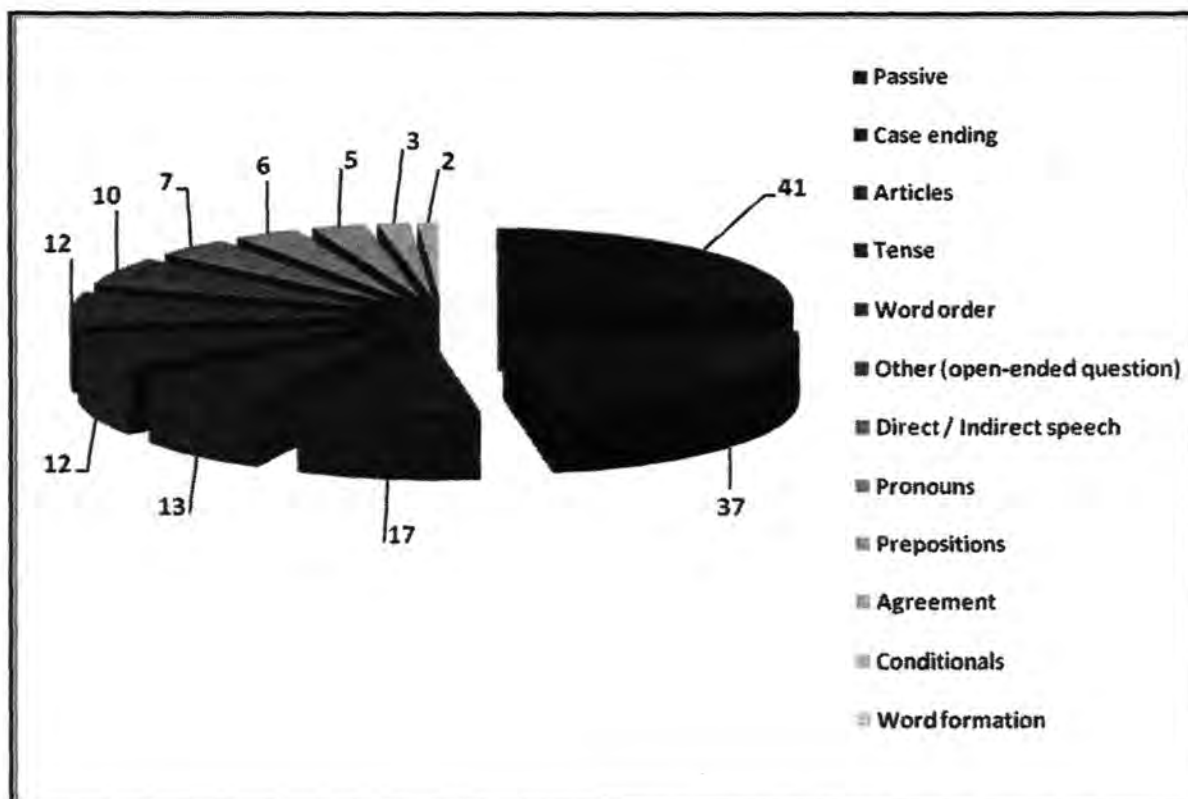
Figure 5.10 Responses to the question on grammatical problems by professional translators

Figure 5.10 indicates that among all types of grammatical problems, passive (41%) and case endings (37%) were the highest.

At the text level, the translators' responses to the question of major difficulties encountered were as follows:

Table 5.4: Distribution of translators' responses to problems faced at the textual level

Question. 8 What are the textual translation difficulties you faced when translating the text?	Responses
Headlines/Titles	58
Cohesion: e.g. conjunctions, paragraphing	35
Coherence	27
Other (open-ended question)	21
Punctuation	16
Omission	11
Spelling	2

Translators' responses to text level problems are shown in figure 5.11 below in the form of percentages.
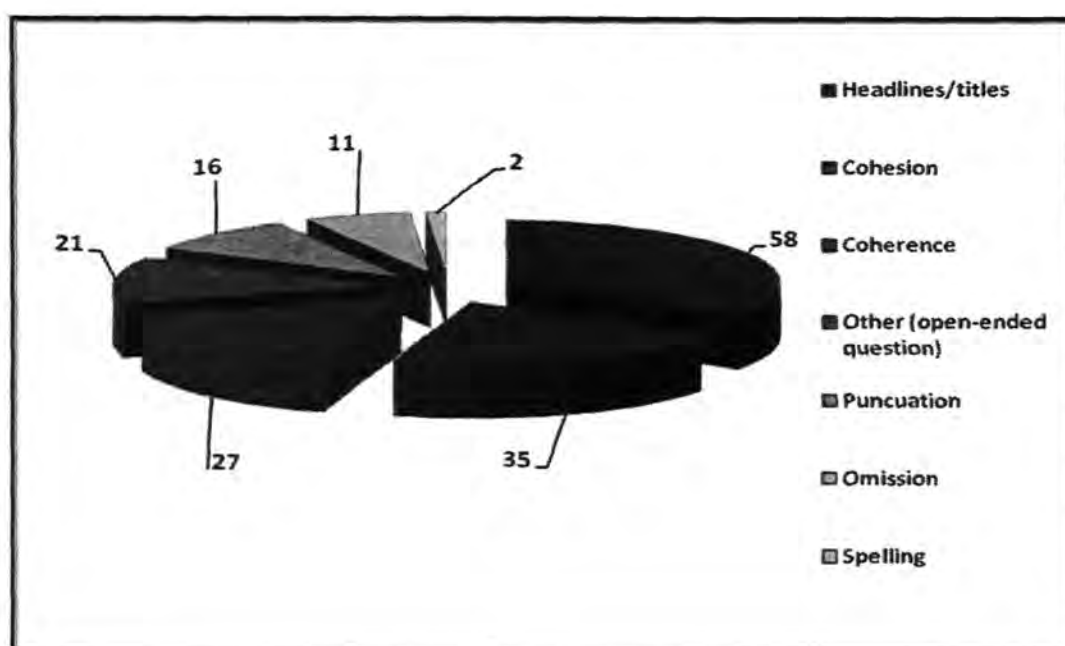
Figure 5.11 Responses to the question on textual problems by professional translators

As can be seen from the above, table 5.4 and figure 5.11, the category that accounted for the highest percentage (58%) of responses from the translators' was 'headlines'. This suggests that translators believe that they have made errors because they were confused on how to handle them. The answer with second highest rank (35%) was problems in maintain 'cohesion'.

- **The results of translators' responses to open-ended questions**

As can be seen from the description above, translators had given responses mainly to the above three major close-ended questions. Within those questions, the translators were given a blank space under a category called "other", in which they were asked to specify their answer, so that they could voice their own opinions on their translation problems. These answers were located at the end of each of the three main questionnaire sections mentioned above (see tables 5.2, 5.3 and 5.4). The open-ended answers aimed at eliciting translators' explanation of their own translation errors and problems, if they could not find any appropriate answer in the closed-ended answers provided. The open-ended answers provided by the translators accounted for an overall of 6% of all answers. The most suitable analysis for those answers was a content analysis of all open-ended answers listed under these three sections. So, the content analysis of the three open-ended answers, on what other lexical, grammatical and textual problems the translators face, allowed the researcher to group the answers in four most common types:

1) Lexical level problems:

More than half of the answers (50%) show that the most common problem faced at the lexical level was that dictionaries did not provide appropriate equivalents for them to base their translation on. The answers indicated that dictionary meaning was a major problem which suggests that Bilingual Dictionaries are not considered to be highly reliable by those translators. Some translators indicated that they faced problems translating metaphors even though it was listed among the close ended choices.

2) Grammatical problems:

Thirty translators indicated that they faced grammatical problems with translating English adverbs and seven showed that they had problems translating relative clauses.

3) Text level problems:

Thirteen translators indicated that they had problems translating political language. Ten translators revealed they had problems with metaphors. Five translators indicated that they had problems paragraphing.

4) Random answers:

Nine gave vague responses stating they had problems because they knew that they have committed errors but did not know what the translation problem was. These answers were quite alarming because they uncovered the inadequate linguistic knowledge translators have which is considered a prerequisite for translator training. For example, one translator stated 'I have made grammatical mistakes but I don't know what they are'. Two translators, admitted to have wrongfully given word-for-

word translation throughout the translation. This might explain why they produced a rather very poor translation.

5.6 Concluding Summary

This chapter has presented the results of the corpus and questionnaire analysis. It reported, with illustrations the lexical, grammatical and textual errors found. The first section described lexical errors of literal translation, synonyms, omissions, compounds, collocations, proper nouns, additions, political terms, idioms, acronyms, and culture-specific terms. The second section described grammatical errors of word order, use of articles, agreement, prepositions, case ending, passive, word formation, tense, and pronouns. The third section described text level errors of punctuation, typography, cohesion, paragraphing, coherence, and headlines.

The final section described the results obtained from the analysis of translators' responses to the problems faced at the translation levels mentioned above. These findings will be interpreted and compared with other related studies in the following chapter.